Examining Teacher Attitudes Toward Victims of Child Maltreatment

by

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Abstract

The following program of research used both quantitative and qualitative methodologies to explore teacher attitudes toward students who have been exposed to child abuse and/or maltreatment. The purpose of Study 1 was to determine if an existing measure for teacher attitudes could be adapted for use with teachers in reference to victims of maltreatment. The findings from Study 1 demonstrated weak and inconsistent factor loadings on a revised measurement of attitudes exploring the behavioural, cognitive, and affective attitude constructs. The inconsistent scale loadings were not representative of the pre-existing questionnaire's factor construct, rendering the adapted version unreliable for the purpose of this dissertation. The purpose of Study 2 was to provide an in-depth understanding of teacher attitudes toward victims of maltreatment as a means of enhancing a standardized tool for use with this population of students. The qualitative results revealed several underlying thoughts and feelings from teachers toward child maltreatment victims that may be contributing to teacher attitudes beyond the basic attitude construct of behavioural, cognitive, and affective factors (i.e., fear, anxiety, stress, frustration). Several themes were uncovered in Study 2 that could influence the thoughts, feelings, and behaviours of teachers including: organizational pressures, personal pressures, and the overall standardization of education by the educational era of modernism. The findings from both studies suggest that existing attitude measures would be inadequate and/or unreliable when trying to measure teacher attitudes toward this particular population of students given the unique needs, skills, and personal experiences of both the teachers and students.

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Chapter 1: Introduction

The impact of abuse, trauma, and neglect can be profound. Many victims of child maltreatment suffer enduring and compounding negative outcomes well into adulthood. These may include, but are not limited to; poor emotion regulation, below average intelligence, low rates of high school graduation, higher rates of suspensions and grade failures, criminal activity, substance abuse, unstable income opportunities, as well as increased risk for psychiatric disorders such as Post Traumatic Stress Disorder and Major Depressive Disorder (Lansford et al., 2002; Nikulina et al., 2011; Perez & Widom, 1994). The potential negative outcomes (academic, behavioural) resulting from child maltreatment experiences vary depending upon the type of exposure (e.g., physical or sexual abuse, neglect, trauma) and the developmental timing of the impacts (childhood, adolescence, adulthood) (Crozier & Barth, 2005; Kendall-Tackett & Eckenrodae, 1996; Kurtz et al., 1993; Shonk & Cicchetti, 2001).

The largest study describing the long-term impacts of exposure to child maltreatment and/or abuse is the Adverse Childhood Experiences Study (ACES) conducted by the Centre for Disease Control and Kaiser Permanente (1995-1997). The authors randomly surveyed more than 18,000 adults about exposure to various types of abuse, neglect, and household dysfunction. The results from the ACES report have been repeatedly analyzed and reported in over 100 different published journal articles spanning health, education, psychology, and sociology disciplines (Metzler et al., 2017). The importance of the ACES report lies within its predictions regarding long-term health and functioning for those exposed to abuse, maltreatment, and household dysfunction. The initial findings showed that adverse childhood experiences are more prevalent than previously reported (2/3 of participants reported at least 1 ACE) and 1 in 5 participants

reported 3 or more ACEs (Felitti et al., 1998). The results also revealed as the number of ACEs increased, so did the likelihood of developing chronic and severe health related issues such as: alcoholism, depression, illicit drug use, risk for partner violence, suicide attempts, and sexually transmitted diseases. What the ACE study does not take into consideration are all the confounding factors that could exacerbate the severity of coping with traumatic experiences. Without fully acknowledging the interaction that poverty, caregiver mental health, or access to child mental health services might have on the development of the severe health related conditions identified, represents a significant limitation to the results. The link between early exposure to stressful and traumatic life events and later health issues is not surprising given the abundance of evidence regarding the impact of negative early sensory experiences on the organization of nerve cells and complex neural networks within the brain and body (Weiss & Wagner, 1998). How exposure to maltreatment changes neural structures of the brain and impacts behavior in children is a fairly new field of study. More recently, research has linked these changes to the brain with negative impacts to learning and child development.

Educational Outcomes of Child Abuse

Nationally, 30% of Canadian youth in foster care complete high school (Manitoba's Office of the Children's Advocate, 2001). In Ontario, 44% of youth in foster care are expected to graduate from high school, compared to the 81% high school graduation rate for all Ontario students (Ontario Association of Children's Aid Societies, 2010). Exposure to child maltreatment experiences (i.e., trauma, abuse, neglect) can severely impact children's academic success, behavioural adjustment, and intellectual development over the lifespan. Negative academic and behavioural outcomes for child maltreatment survivors are most prominent in the context of

schooling where a student's academic performance and behaviour is constantly compared to that of same-age peers.

The behavioural and academic outcomes among victims of child maltreatment compared to non-victims are well documented. Shonk and Cicchetti (2001) explored the influence of child maltreatment on academic engagement (i.e., social competencies, ego resiliency, and ego control), academic maladjustment (i.e., grade failure, attendance, standardized test scores, suspensions), and behavioural maladjustment (i.e., aggression toward peers, dysregulated social functioning, suspensions) among children from low socioeconomic status (SES) homes. The researchers obtained data from 229 children ranging in age from 5-12 years old ($M = 8.81$) with 54% of the sample identified as male. Socioeconomic status was verified through teacher reports and school records. The children were divided into two groups, those whose family had an open file with Child Protective Services (maltreatment group, $N = 146$) and those who did not (control group, $N = 83$). Child maltreatment experiences contributed to more negative outcomes with respect to academic achievement and behavioural problems in this study. Regression analyses using maltreatment as a predictor for academic maladjustment and behavioural problems, revealed that children from the maltreated group had significantly higher rates of grade failure (35% compared to 13% in the non-maltreated group), significantly higher absenteeism by missing more than 80% of the school year (41% compared to 17% in the non-maltreated group), and significantly higher rates of at-risk standardized test scores (47%) compared to the non-maltreated group (28%).

Kendall-Tackett and Eckenrode (1996) reported similar results to that of Shonk and Cicchetti (2001) by linking exposure to physical abuse and/or neglect to four school success variables: grades in Math and English, number of discipline referrals in school, suspensions, and

grade repetitions. Kendall-Tackett and Eckenrode's sample size of maltreated children was larger

($N = 324$) than Shonk and Chicchetti's and they grouped children into two categories of verified

incidents of child maltreatment. Group 1 consisted of participants who only experienced neglect

and Group 2 included verified incidents of neglect plus abuse (physical and/or sexual combined).

These two groups were compared against a non-maltreated group of 420 children matched by

age, gender, grade in school, school location, and classroom wherever possible. Age was derived

through grade enrollment with elementary students making up the largest portion of the sample

($N = 204$) followed by Junior High ($N = 50$) and Senior High ($N = 50$); gender was not described

in the sample. Maltreatment groups (non-maltreated, neglect only, and neglect plus abuse) and

grade enrollment were compared using the four dependent variables (current grades, grade

repetitions, school suspensions, and discipline referrals) with SES and gender used as covariates.

School grades in Math and English were significantly lower for neglected and neglected/abused

students compared to the non-maltreated students. The highest number of grade repetitions was

found among the abused and neglected group of students and was significantly higher than for

non-maltreated students. Findings from Kendall-Tackett and Eckendrode's research suggests

both child maltreatment groups (neglected only or abused and neglected combined) have poorer

academic achievement compared to non-maltreated counterparts, specifically lower grades in

Math and English when compared to same age non-maltreated peers. Ryan et al. (2018) also

investigated the prevalence of early contact with child welfare services to determine if early

exposure to maltreatment was associated with academic success among 732,828public school

children in Michigan. Academic outcomes were measured using standardized test scores for

Reading and Math and child welfare involvement was determined through verification from

governmental health services. Multivariate regression analyses revealed that substantiated cases

of child maltreatment resulted in significantly lower scores in Math and Reading compared to scores from students who had no child welfare involvement. When compared to non-victimized peers, academic discrepancies are not the only disadvantages that victims of child abuse/maltreatment endure; there are a number of social and behavioural disadvantages as well.

The negative disparities between maltreated and non-maltreated students do not end with academics, the behavioural differences between these groups are also observable. Along with Kendall-Tackett and Eckendrode's (1996) academic findings, the researchers also found students exposed to both neglect and abuse had higher rates of disciplinary referrals compared to non-maltreated students and higher rates of suspension. In addition to exploring the link between child abuse and socioemotional development, Kurtz et al., (1993) investigated the academic and behavioural outcomes of children exposed to child abuse and/or maltreatment. The sample ($N =$ 139) included three groups of school-aged children and adolescents; those who were physically abused ($N = 22$), neglected ($N = 47$), and non-maltreated ($N =70$). The sample was representative of both genders (59% female, 41% male) and the Mean age of participants was 12.41 for the abuse group, 12.41 for the maltreated group, and 11.93 for the non-maltreated group. The data collected at the onset of the study and 12 months post study included: teacher ratings of children's disruptive behaviour (Child Behaviour Checklist; CBCL), parent reports of children's adaptive behaviour (Woodcock Johnson Scales of Independent Behaviour), children's self-perception (Child Assessment Schedule), school records (grades), and verified incidents of child maltreatment (open and active child protection service to the family at the time of sampling). Differences among the three groups (abused, neglected, and non-maltreated) on categorical demographic variables were analyzed using chi-square analysis, and analysis of variance for continuous demographic variables. Consistent with Shonk and Chicchetti (2001),

and Kendall-Tackett and Eckenrode, Kurtz et al., found that children who suffered abuse and neglect had significantly lower scores on all academic achievement domains (i.e., language, Math, and Reading) and significantly higher levels of problem behaviour (both abuse and neglect groups) as reported by parents and teachers when SES was controlled for. Controlling for additional factors that may explain the variance found between two groups would make the findings of a research study such as this one much stronger.

Crozier and Barth (2005) also investigated the impact of child maltreatment experiences on long-term academic outcomes however, these authors controlled for multiple background factors (i.e., family poverty, prior child welfare involvement, caregiver mental health problems) in addition to SES. Crozier and Barth (2005) compared the performance of maltreated children on standardized tests of cognitive achievement (Kaufman Brief Intelligence Test, K-BIT), and academic achievement (Woodcock Battery of Achievement, MBA) to national norms to determine whether the cumulative presence of risk factors (family poverty, prior child welfare involvement, caregiver mental health problems, and clinical child behaviour problems) predicted academic performance. Participants were recruited through a national survey of children exposed to maltreatment (i.e., physical abuse, sexual abuse, emotional abuse, and neglect). Participants included 2,498 children ages 6 to 18 ($M = 10.1$) who completed standardized tests in school with 53% of the sample identified as female. Outcome measures were paired with data from teachers, child welfare workers, and caregiver interviews. Using Chi-square analyses the maltreated and non-maltreated groups were compared using the background factors and percentage of participants scoring below 85% on the standardized achievement tests for Reading and Math. A significantly higher number of maltreated participants scored below the 85% threshold in both Reading and Math when compared to the non-maltreated students. As the number of risk factors

increased in this study (from 0-5) so did the likelihood of students scoring below the norm on academic achievement tests for Reading and Math. The number of participants scoring below national norms jumped by an increase of 10% when four or more risk factors were identified. Additional risk factors such as poverty and caregiver mental health problems can create a unique as well as compounding effect when added to maltreatment experiences.

Similar outcomes with respect to lower scores for intelligence and academic achievement are also reported using child maltreatment histories and IQ data in adulthood. Perez and Widom (1994) focused their research on the long-term intellectual outcomes (i.e., IQ and reading ability) of a group of adults ($N = 1,575$) who were abused and neglected in childhood. The age of participants ranged from 18-35 ($M = 27.53$) years and gender was equally divided for males and females in the sample. A matched control group was recruited through school records using characteristics at the time of abuse (e.g., sex, race, and date of birth). Interviews were conducted with 699 of the original 1,575 participants. Measures for IQ were gathered through the Quick Test and reading ability was gathered through the Wide Range Achievement Test both of which were conducted through interviews with the participants as adults. Adults exposed to abuse and neglect as children had IQ scores one standard deviation lower than matched controls and two standard deviations below the test norm (Perez & Widom, 1994). The authors used follow-up Ordinary Least Squares (OLS) regressions to control for age, race, gender, group maltreatment type, and social class as predictors of IQ and reading ability. Holding all variables constant, the group variable (abused/neglected vs. control) significantly predicted IQ and reading ability. Adults in the abused and neglected group had a 42% graduation rate compared to a 66% graduate rate among the control group. Chi Square analyses revealed higher incidents of truancy (82% vs 68%), a higher percentage of grade failures (41% vs 24%), and a higher number of school

suspensions (53% vs 43%) among the maltreated group compared to the control group, all of which reached statistical significance.

Overall, research suggests that children who are victims of maltreatment are less likely to succeed in school settings when compared to their same aged peers in childhood and national norms when compared in adulthood (Crozier & Barth, 2005; Perez & Widom, 1994). Students who were victims of child maltreatment experiences consistently show higher rates of behavioural maladjustment (e.g., suspensions, absenteeism, grade repetitions) and lower levels of academic achievement (e.g., grades, standardized test scores) when compared to classmates who have not experienced child maltreatment (Kendall-Tackett & Eckenrode, 1996; Shonk & Chicchetti, 2001). Despite controlling for contributing factors to poor academic success such as low SES, poverty, and caregiver mental health issues, the disparity in academic success between victims of child maltreatment and non-victims remains substantial.

Psychological, Behavioural, and Social Outcomes of Child Abuse

The school setting is not the only environment where effects of exposure to maltreatment and abuse impact a victim's functioning and relationships. Exposure to child abuse and maltreatment can also be associated with increased risk for multiple psychiatric diagnoses (e.g., Post-Traumatic Stress Disorder, Major Depressive Disorder) and criminal activity in adulthood, both of which can significantly impact personal relationships and long-term health (Krug et al., 2002). Exposure to child maltreatment and abuse can have devastating effects for the individual, the family, and for society long-term.

The prevalence and consequences of child abuse and neglect cannot be overstated. Recent data from the 2018 Ontario Incidence Study puts the incidence of reported child abuse cases at 62.89% per 1,000 children and from all reported cases, approximately 26% are

substantiated through child protection involvement (Fallon et al., 2018). As of 2015/2016

Statistics Canada reported that only 79% of students completed the requirements to graduate

high school (Statistics Canada, 2018). Researchers using data from the Canadian Community

Health Survey (Afifi et al., 2016) investigated the effect that exposure to child abuse had on

health and lifestyle variables (i.e., rates of depression and suicide and illicit drug use). Using a

combination of Binomial and Logistic Regression analyses, the researchers found that

participants exposed to any type of child abuse were three times more likely to develop

depression, 3.4 times more likely to develop drug dependencies, four times more likely to have

suicidal ideation, and six times more likely to attempt suicide compared to participants with no

exposure to child abuse. Similar to the findings of the ACE study (Felitti et al., 1998) the odds of

long-term maladaptive functioning increased substantially with each incident and type of

exposure to maltreatment and/or abuse (Afifi et al., 2012).

Lansford et al. (2002) examined the effects of child physical maltreatment on

psychological, behavioural, and academic problems in adolescence. Participants ($N = 585$) were

recruited at the time of kindergarten registration and assessed annually by the researchers until

Grade 12. The sample was 53% male and 82% European American. Participants were assigned

to a maltreatment group category based on clinical interviews conducted with parents at the time

of kindergarten registration. Psychological, behavioural, and academic problem information was

gathered through repeated Child Behaviour Checklists (CBCL) completed by parents, teachers,

and youth and academic achievement information was obtained through school record reviews.

An Analysis of Variance revealed that adolescents exposed to child maltreatment had

significantly lower grades, higher absenteeism, and twice as many suspensions compared to non-

maltreated teens. Measures on the CBCL related to aggression, anxiety/depression, delinquent

behaviours, Post-Traumatic Stress Disorder (PTSD), social problems, thought problems, and social withdrawal behaviours, were all significantly higher (two to three times higher) among the maltreated group compared to the control group, after controlling for poverty, family stress, and temperament. The effects of exposure to maltreatment are shown to exist even after controlling for confounding variables such as poverty and family stress. The isolated impact of victimization experiences alone is pervasive and has the potential to lead to life-long debilitating disorders (Nikulina et al., 2011).

Nikulina et al. (2011) examined the effects of childhood neglect on development of PTSD, Major Depressive Disorder (MDD), and crime during young adulthood. The authors used existing data from a prospective cohort study with participants who were documented victims of neglect ($N = 446$) and matched controls ($N = 558$). The entire sample had a mean age of 29.14 years at the time of sampling. Data was gathered through a review of medical records (PTSD, MDD), and department of justice records (whether or not an arrest had occurred). Data analysis was performed using logistic and OLS regressions and hierarchical linear modeling (HLM) to control for neighborhood clustering. Childhood neglect significantly predicted all negative adult outcomes except MDD. Neglected children were 1.78 times more likely to be diagnosed with PTSD and 1.87 times more likely to be arrested. The results presented by Nikulina et al. reinforce the pervasive long-term consequences of child maltreatment on social and behavioural functioning and is linked to similar findings by Shonk and Chicchetti (2001) which demonstrated that maltreated students had significantly higher scores ($p < 0.5$) on externalizing and internalizing behavioural problems when compared to their same age non-maltreated counterparts.

The negative outcomes consistently linked to exposure to child maltreatment and abuse include, but are not limited to, less than average intelligence and lower academic performance compared to same age peers, increased behavioural issues both within and outside of the school environment, higher rates of substance abuse, and diagnosed psychiatric disorders in adulthood compared to non-maltreated counterparts. However, the adverse long-term picture for victims of child maltreatment is not pre-determined by the experience itself as not all victims of child maltreatment succumb to negative long-term outcomes. Some children demonstrate resilience in the face of child maltreatment (Afifi & MacMillan, 2011).

Resilience

Approximately 30% of child maltreatment victims demonstrate resilience following considerable adversity (Jaffee et al., 2007; McGloin & Widom, 2001; Schelble et al., 2010). The definition for resilience can vary between research studies; however, each definition contains two primary conditions for resilience to be achieved: "(1) the person must have been exposed/endured a significant threat or severe adversity; and (2) the person must achieve positive adaptation despite major assaults on the developmental process" (Luthar et al., 2000, p. 1). Several personal characteristics can represent positive adaptation to stressful circumstances; positive personality style, positive temperament/good emotion regulation, and high self-esteem have all been associated with resilience (Rak & Patterson, 1996; Schelble et al., 2010). There also exists evidence to suggest that there are a number of factors that can be identified and nurtured among victim populations to promote and enhance the likelihood of resilience (e.g., positive friendships, caring relationships with adults).

Resilience in Childhood

As with any prevention efforts, timing is crucial; therefore any recommendations regarding how best to promote resilience among children exposed to maltreatment need to start as early as possible for the developing child. Jaffee et al. (2007) examined the behavioural characteristics in a group of children who were physically abused before the age of five. Resilience was defined as the absence of antisocial behavioural problems as rated by the child's Junior Kindergarten teacher and two years later by their Grade 1 teacher. Participants were recruited from the Environmental Risk Longitudinal Twin Study in England between 1994 and 1995. The researchers gathered information from 1,116 twin pairs at five years of age from parents and teachers. Several background factors were also examined as contributing to resilience including: child's cognitive ability, reading ability, lack of social deprivation before five years, lack of maternal history of Major Depressive Disorder, lack of maternal history of substance and alcohol use, lack of history of domestic violence, and low neighbourhood crime rates. Thirty-two percent of child maltreatment victims met the criteria for resilience (e.g., antisocial behavioural scores less than, or below, the median scores of non-maltreated children). Multinomial logistic regression analyses were conducted to compare non-maltreated, resilient, and non-resilient children on measures of academic ability (i.e., cognitive and reading ability) and to test whether individual, family, and neighborhood factors distinguished resilient from non-resilient children. Resilience at age five increased the likelihood of resilience occurring or remaining at follow-up by a factor of five. The results demonstrate not only that resilience can be measured and observed early in life but the characteristics of resilience can be sustainable if the conditions for fostering resilience remain consistent for victims of child abuse over time.

Schelble et al. (2010) focused their research on resilience among children and adolescents combined. The authors investigated the emotional dysregulation patterns among children exposed to maltreatment and the relationship to academic resilience. Participants included 158 children ages 6-18 years, predominantly Caucasian (57%) who had an open child welfare service case in the 12 months leading up to the study period. Emotional dysregulation (subscale on the Child and Adolescent Functional Assessment Scale [CAFAS]), placement stability (the total number of placement changes), child welfare involvement (number of months the family received child welfare services), age, race, and gender were entered as independent variables in a logistic regression analysis to determine their effect on academic resilience (scores on the CAFAS for academic effort and reported grade performance). Participants with higher dysregulated emotional patterns and higher number of placement changes showed significantly lower levels of academic resilience (as measured by subscale categories on the CAFAS). As students struggle to cope with their emotional well-being impacted by trauma and maltreatment, it would appear that their academic performance suffers. More regulated emotional coping skills for children exposed to maltreatment along with stable housing may help moderate the negative effects of academic resilience reported in Schelble et al.'s study.

Khambati et al. (2018) explored the protective factors that contribute to educational success, well-being, and self-esteem among 1,493 adolescents in the United Kingdom who experienced childhood maltreatment before age five years. Maltreatment was identified through maternal self-report. National test scores were used to measure educational achievement; self-esteem and well-being were measured using adolescent scores on the Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) where higher scores correspond to higher wellbeing and self-esteem. Resilience factors included gender, IQ, internal locus of control, emotional

temperament, communication, attachment to a parental figure, sibling interactions, school

attendance, opinions of school, absence of bullying, supportive friendships and regular

participation in extracurricular activities. Odds ratios were calculated for all the resilience factors

and compared against the likelihood of educational success (whether not participants achieved

above average standardized test results), well-being and self-esteem (whether or not total

subscale scores were above the standardized test median). An above average IQ, a strong internal

locus of control, good social communication and involvement in extracurricular activities all

increased the odds of students experiencing educational success. None of the protective factors

statistically increased the odds of higher well-being or self-esteem. The results demonstrate the

powerful influence of school related activities and relationships/interactions that occur between

the various interpersonal influences at school (i.e., peers, teachers, support staff).

Characteristics associated with resilience such as; good emotion regulation skills, positive

classroom behaviours, and self-esteem can be measured and identified as early as age five based

on the findings discussed. Resilience characteristics present at age five have been associated with

higher rates of resilience among children two years later, suggesting that aspects of resilience

may be sustainable over time. Early identification and sustainability of resilience characteristics

provide us with a unique opportunity to integrate strategies aimed at developing resilience

among victims of child maltreatment within the school environment as early as Kindergarten.

Resilience in Adulthood

In order to better understand the sustainability of characteristics identifiable in

elementary school that are associated with resilience, we must explore and understand how

resilience is measured and identified over the lifespan. Through retrospective studies and

literature reviews on adult populations of child maltreatment victims, we can begin to isolate

variables associated with resilience that remain constant throughout the child's development into adulthood. Characteristics associated with resilience identified in elementary school but not associated with resilience in adulthood may not warrant intervention at an early age if the characteristics are not sustainable over the lifespan. Further understanding regarding the timing of when resilience takes place is required before determining which resilience factors are controllable over time and within which environmental settings would intervention efforts have the largest impact. Narrowing the scope of what can be manipulated to help develop resilience among children, as well as identify what hinders the development of resilience, may help to inform and change public health, education, and social work practices going forward in helping child victims be successful in all aspects of their development.

McGloin and Widom (2001) investigated resilience characteristics specific to child maltreatment victims using a retrospective design with adult survivors of child abuse. The authors examined key characteristics among a sample of adults ($N = 676$) who had records of child abuse and neglect between 1967-1971. The outcomes among the maltreated group were matched to non-maltreated adults of the same age using a national dataset. The control group ($N = 520$) was matched for age, gender, race or ethnicity, and social class characteristics (neighbourhoods and schools where participants were enrolled as children). Outcome data for the study was gathered through open-ended and scaled questions combined with interviews over the course of seven years. Resilience was operationalized as achieving at least six of eight pre-defined resilience domains: number of months with stable employment, history of homelessness, graduation from high school, frequency of social activity, no history of psychiatric disorders, no history of substance abuse, and no documented or self-reported criminal history. Twenty-two percent of participants from the abused and neglected group met the criteria for resilience

(successful in at least six of the eight resiliency domains) and 41% of participants from the control group were categorized as meeting the criteria for resilience. Participants from the abused and neglected group had significantly poorer outcomes compared to controls on all of the resilience domains. The largest differences between the two groups were related to a history of homelessness, high school dropout, and criminal involvement with the victim population experiencing a significantly higher rate of all three. The findings from McGloin and Widom demonstrate that resilience can be hard to achieve even without a history of maltreatment as less than half of the control group met the criteria for resilience in this sample. This finding suggests that characteristics of resilience need to be nurtured in order to promote the likelihood of increasing resilience among victim and non-victim populations.

Collishaw et al. (2007) used data from a follow-up of the Isle of Wight study, an epidemiological sample assessed in adolescence and at midlife to investigate the long-term factors associated with resilience among children who were abused and maltreated. The researchers reviewed data on historical variables such as child abuse, parental care, relationships, crime, health, and personality as well as current data regarding intellect, psychopathology, the quality of relationships, family functioning, and demographics from interviews with 376 adults from the original sample. Forty-four of the 376 adults reported having experienced child abuse between the ages of nine and ten. Resilience outcomes in Collishaw et al.'s (2007) study were defined as an absence of psychopathology by age 30 and accounted for 44.5% of the group of participants who were abused in childhood. A history of positive relationships with adults was significantly correlated with a higher rate of resilience (61.5% of those who reported having a caring parent also developed resilience) compared to when there was no presence of caring relationship with adults (only 20% met the criteria for resilience). Higher rates of resilience were

also found to be significantly correlated with positive relationship styles in adolescence and adulthood. The importance of positive relationships in building resilience is a consistent theme throughout the literature reviewed; the exact recipe for how resilience is built through relationships remains unclear.

Positive child temperament, positive adult relationships, high self-esteem, high school graduation, high IQ/academic achievement, stable employment, and an absence of criminal history and substance abuse are the personal, social, and academic variables related to the likelihood of a child maltreatment victim developing resilience. Despite the variables associated with resilient outcomes among child maltreatment victims, only a select few can be targeted for intervention and development at an early age. High school graduation, stable employment, criminal activity, and substance abuse are all factors that child maltreatment victims will not experience until later in their development, likely not until adolescence. Positive child temperament/good emotion regulation, positive adult relationships, and increases in self-esteem are all variables that can be nurtured early in the child's life through the relationships the child forms with caring and supportive adults in their immediate environments.

Relationships

Research indicates that children and youth can recover from extreme negative experiences under certain conditions. Several indicators are associated with the presence of resilience including: academic achievement, temperament, and relationships with caring adults. From a developmental perspective, some of these variables are controllable and some are not. Focusing on variables that are susceptible to intervention allows researchers and adults to promote conditions for resilience to develop. Educators for example, are "very well situated to be a significant caring adult in the life of a child" (Richardson et al., 2004, p. 13)

Once a child starts school, the opportunities to develop relationships with caring and supportive adults increase substantially. Children have repeated/recurrent daily interactions with several adults in the school environment (e.g., teachers, principals, secretaries, educational assistants), all of whom offer opportunities for adults to promote characteristics associated with resilience among victims of child maltreatment.

One way to conceptualize the factors related to resilience through relationships is by understanding Bronfenbrenner's Theory of Ecological Development. Bronfenbrenner (1979) conceptualized human development as occurring through the pairing of individual characteristics (e.g., temperament, personality, genetics) with interactions among several nested and interconnected environments. Bronfenbrenner grouped the environments into five key systems: the micro, exo, meso, macro, and chronosystems. The microsystem consists of the child's immediate family. As the child ages, their interactions extend beyond the family and into broader settings such as daycare, play groups, and eventually school. The mesosystem represents the interconnectedness among the many microsystems within the child's world. Higher quality connections between the child and school and the child and home positively contribute to optimal development (Shaffer & Kipp, 2014). The third, fourth, and fifth systems in Bronfenbrenner's theory are comprised of layered influences that are separate from the child's immediate environment. The exosystem refers to factors that may influence a particular environment, such as the parent's work environment. The macrosystem refers to the cultural or social influences that impact the child's environments and the chronosystem refers to the temporal influences of times such as historic traditions or shifts in economic or global issues, which may impact the child's environment (Bronfenbrenner, 1979). The micro and meso systems are the two key environments from Brofenbrenner's theory that may help to explain why there

are multiple factors associated with resilience. Through an understanding of how child-specific factors (e.g., temperament, self-esteem, IQ) interact with the micro and meso factors that exist outside the child within the school environment (e.g. adult relationship styles, organizational pressures and values, politics and policies) we can potentially isolate and manipulate variables known to be associated with resilience by enhancing and/or improving these factors early in the child's development. The individual characteristics of the child are variables that are hereditary and inherently difficult to try and change, such as intelligence, and consequential variables that exist in the meso and micro systems would occur long after victimization experiences have occurred (e.g., employment, criminal activity and substance abuse). This leaves one variable left for manipulation: positive adult relationships.

Positive Adult Relationships

In the context of developing resilience, positive adult relationships could apply to relationships with family members, neighbours, adult family friends, case workers, or even teachers. Determining which type of adult relationship is susceptible to enhancement or change in the hopes of developing resilience in child abuse victims is difficult. Extended and immediate family members are more likely to see the child in their home environment making their relationship more meaningful; however, the frequency of interactions with family members can vary substantially with blended families, divorces, separations, and psychosocial influences between, and among, caregivers. There is also the likelihood that immediate family members may be the source of a child's maltreatment. Various types of workers could be also be a good source for targeting adult relationships, however, worker/child relationships are subject to significant variation in type (therapists, counsellors, social workers, doctors), frequency (weekly appointments, monthly, yearly), and continuity (worker changeover).

Teachers also represent a key adult relationship that is fairly stable and consistent for children throughout their development. Almost all children are enrolled in some form of education (public or private); the only exception would be students who are homeschooled. Home schooling is legal in Canada, and parents are not always required to register their children as receiving schooling at home, therefore statistics on this population are difficult to access. One of the few statistics available on the prevalence of home schooling in Canada can be found through Van Pelt's (2015) report on home schooling. The statistics from the report puts the enrollment of students in Ontario through home schooling at 0.4% (Van Pelt, 2015). The rates by province vary from 0.2% to 5%, which represents a very small percentage of students if this statistic holds steady across the country; therefore, we can reliably estimate that over 95% of children in Canada interact with teachers and other school personnel on a regular basis.

Teachers represent a unique population susceptible to training and targeted interventions given that teaching is a regulated profession in Canada. In Ontario, part of becoming a certified teacher is the completion of an accredited undergraduate degree program as well as the completion of on-going professional development trainings. In addition to teaching as a standardized profession, teachers also interact with children daily for multiple hours at a time for a minimum of 10 months in succession, meaning the availability of interactions required to form positive relationships are plentiful. Positive student-teacher relationships can be associated with positive social skills and improved academic outcomes in all students (De Jong et al., 2014; Decker et al., 2007; Muller, 2001).

Although Bronfenbrenner's theory describes how the student-teacher relationship can be influential in a child's development through the daily interactions exchanged with students, his theory does not adequately explain the types of relationships (positive vs. negative) that can

develop between teacher and student. Thibault and Kelley's (1952) Social Exchange theory helps to clarify how positive and negative relationships are formed through social interactions. The authors rooted their theory in psychology and economics to understand the reciprocity of human interaction through behaviour. They propose that repeated social interactions between two people elicit costs and benefits to each person. These costs and benefits can be intrinsic (positive feelings, positive social status, power) or extrinsic (money, tangible items) in nature and result in a cognitive type of cost-benefit analysis to determine whether or not the relationship will be a positive or negative one. Social Exchange theory implies that when students display negative behaviours towards teachers, it is less likely that teachers would form positive relationships with them. In turn, if teachers display negative behaviours towards students, it would be less likely that students would describe their relationship with their teacher as positive. Not all teacher-student relationships will be positive; however, in order to determine the importance of positive teacher-student relationships we must understand its relationship to student outcomes such as academic success and behaviour.

Teacher-Student Relationship

The quality of the teacher-student relationship has the potential to benefit student's academic performance (Decker et al., 2007; Muller, 2001). Teacher-student relationships are formed through reciprocal interactions and behaviour, suggesting that negative behavioural patterns can result in negative relationship styles. Teaching behaviour has also been studied by examining pre-service teacher personality characteristics' impact on future student-teacher relationship styles (De Jong et al., 2014).

Decker et al.(2007) studied the association between the student-teacher relationship and social, behavioural, and academic outcomes for African American students identified as having

behavioural problems in the classroom. The sample consisted of 44 students from Kindergarten to Grade 6 and 25 in-service teachers from suburban and urban elementary schools in the Midwestern United States. The student-teacher relationship was measured using the Student-Teacher Relationship Scale (SRTS; Hamre & Pianta, 2001), which measures teacher's patterns of closeness, conflict, and student dependency. Social and emotional functioning was measured using the Social Skills Rating System: Teacher Report (SSRS-TR; Gresham & Elliott, 1990) and academic outcomes were measured through academic performance and engagement in the classroom. Hierarchical multiple regressions were conducted using the quality of the student-teacher relationship from the perspective of both the teacher and the student as a predictor for social, behavioural, and academic outcomes (Decker et al., 2007). As teacher-reports of student-teacher relationship quality increased, so did student's positive social behaviour and academic engagement in the classroom, and as student reports of the relationship increased, so did the student's positive behaviour, academic engagement and academic performance. Despite teachers potentially feeling negatively about disruptive classroom behaviour, when students received positive teacher behaviour it contributed to improved social, behavioural, and academic outcomes in behavioural students.

Muller (2001) analyzed teachers' and students' assessments of one another and the effects of the teacher-student relationship on students' math achievement in Grades 10 and 12. The author used data from the National Education Longitudinal Study for Relationship Quality and student's academic achievement. The sample consisted of data from 6,007 Grade 10 students in rural, urban, and suburban Texas with multiple ethnicities and divided equally between males and females. The relationship between teachers and students was measured through self-report data by both teachers and students. Students reported on the quality of their interactions with

teachers through the degree to which their teacher offered praise, demonstrated care and concern, and their availability for listening and social support. Higher student ratings about the degree to which their teachers care about them resulted in significantly higher standardized test scores for Mathematics in Grade 12. These findings reinforce the link between positive teacher/student relationships and future academic success.

Predictors of positive teacher-student relationships among pre-service teachers mirror the characteristics found among in-service teacher relationships with students. For example, De Jong et al. (2014) explored how personality characteristics of pre-service education students were associated with the student-teacher relationship once the participants began teaching. One hundred and twenty pre-service teachers (40% female), who were studying to become secondary school teachers, were recruited from three graduate schools in the Netherlands (De Jong et al., 2014). Extraversion, friendliness, and discipline strategies were measured using the Big Five personality questionnaire and a Dutch modified version of a teacher discipline questionnaire (Lewis, 2001). The teacher-student relationship was measured using the Questionnaire on Teacher Interaction scale (QTI; Creton & Wubbels, 1984), a student report questionnaire. The teacher-student relationship was characterized in terms of influence on students and affiliation tendencies. The two personality traits; friendliness and extraversion, were not associated with affiliation or influence in the teacher-student relationship (De Jong et al., 2014). A significant relationship was reported between the type of discipline strategies teachers use and how positive the teacher-student relationship was characterized by students. The use of aggressive discipline strategies had a significant negative effect on the teacher-student relationship as reported by students. Aggressive discipline strategies had a higher negative effect on student reports of positive affiliation toward their teacher and this effect was larger for female teachers compared

to male teachers who used aggressive discipline. Although personality characteristics did not predict the nature of the student-teacher relationship in this case, the behaviour of teachers and their interactions with students through enforcing discipline in the classroom, negatively impacted the student-teacher relationship. The results reinforce the reciprocal nature of the teacher/student relationship and its potential for negative relationship patterns if a student's behaviour requires ongoing discipline.

Ban and Oh (2016) examined the mediating effects of the teacher relationship on students' emotional/behavioural problems among 2,378 elementary students in Korea. Externalizing behaviours included behaviours associated with attention deficits and aggression, internalizing problems included socially withdrawing and depression. Primary caregivers provided information regarding the history of abuse and neglect for students and teachers completed the Teacher and Peer Relationship Scale (TPRS) to measure the quality of the teacher-student relationship. The researchers verified a significant direct pathway from exposure to parental abuse and Emotional Behavioural Disorders (EBD). Path Analysis confirmed that positive teacher relationships resulted in a partial negative mediating effect between parental abuse and EBD, meaning more positive teacher behaviour significantly lowers frequencies of emotional/behavioural problems at school among students exposed to parental abuse and neglect. This study demonstrates the potential for change when positive relationships can be fostered in the classroom for children with complex behavioural needs.

Positive relationships between teachers and students are associated with positive social behaviour, higher levels of academic achievement, and higher levels of academic engagement. The timing and nature of these relationships and their effect on resilience still remains unclear. Personality characteristics among teachers were not found to be associated with the quality of the

student-teacher relationship, however, negative perceptions towards student misbehaviour showed a negative relationship with the student-teacher relationship, suggesting that perceptions may be influencing relationship dynamics between teachers and students (De Jong et al., 2014). Although attitudes were not uniquely measured or discussed in the De Jong et al., (2014) study as a contributing factor in the teacher-student relationship, perceptions toward students appeared to be a factor in the quality (negative/positive) of the teacher-student relationship.

Attitude formation includes cognitive components (perceptions and beliefs), affective components (feelings and emotions about the object/person), and behavioural intentions (perceived behavioural control, self-efficacy) (Champoux, 2010). Attitude formation is key in understanding the teacher/student relationship and promoting more positive relationship styles in the school environment given that attitudes (thoughts/feelings/emotions/intentions) precipitate actual behaviour with others (Ajzen, 1991).

Attitudes

The study of attitudes and attitude formation spans decades of research. One of the original theorists, Carl Hovland (1951) offers a foundational interpretation of attitude formation that suits the purpose of researching teacher-student relationships. Attitudes are developed through implicit experiences or avoidant responses toward a person, place, thing, or symbol (Hovland, 1951). The opinions and beliefs we hold towards people, places, objects, represent the cognitive, or knowledge dimension of attitudes, which works in conjunction with the affective component of attitudes (emotions) to shape behaviour (Zimbardo et al., 1977). Research has also suggested that the affective component of attitudes is the strongest element of attitude formation in predicting/changing behaviour (Abelson et al., 1981; Stangor et al., 1991).

Attitudes change when the beliefs attached to the attitude formation are altered (Hovland, 1951), meaning that aspects of our attitude are susceptible to manipulation through new information gathered through training, books, or experiences. In the case of teacher attitudes, those who participate in professional learning opportunities or training receive new information that is expected to change their teaching practice for a specific purpose or goal set out by the administration and/or government. Although a single teacher may change their beliefs and/or attitudes as a result of new information, the extent to which this change remains over time in the context of competing and/or contradictory attitudes from colleagues is unclear in Hovland's explanation. Festinger's (1957) Cognitive Dissonance theory provides some clarity regarding the cognitive, affective, and subsequent behavioural components of attitude change in the context of social pressures.

Festinger (1957) proposes that when our behaviour conflicts with our attitudes and beliefs about people, places, and attitude objects, we cognitively seek to restore balance between our cognitive discomfort, referred to as dissonance, by changing either our attitudes/beliefs or our behaviour. Festinger explained attitude change as a means to resolve the uncomfortable cognitive tension so that balance can be restored to the individual's psychological well-being. The degree a person experiences tension can vary and is influenced by the person's psychological processes comprised of emotions, personality, and temperament. Similar to Hovland's theory, Cognitive Dissonance Theory relies on the internal processes that occur when our attitudes conflict with information (externally or internally) from our environments. As cognitive tension (dissonance) is the factor that requires altering when attempting to change a person's attitude, this can become difficult if the person expressing an undesirable attitude is not experiencing any associated cognitive tension. If a negative attitude is acceptable by the person expressing it, and the

associated beliefs are not causing any undue psychological tension, then the attitude is not likely to change.

Examples of the degree to which teachers experience cognitive dissonance can be found in research examining teacher attitudes toward students with characteristics that generally would elicit empathetic or sympathetic responses from teachers, such as physical disabilities or disorders. Haq and Mundia (2012) examined teacher attitudes towards students with specific kinds of disabilities (learning, physical, behavioural disorders, hearing and visual impairments, communication, mental and health impairments, and multi-disabled). The authors found that pre-service teachers had more positive attitude scores towards students with physical, learning, and health related disabilities and less positive attitudes towards students with visual impairments, and mental and behavioural disorders. Festinger's theory helps to explain the process by which attitudes differ based on the perceptions we hold towards specific groups of people. Haq and Mundia's (2012) research provides insight into how teacher attitudes can change depending on the type of disability a student is afflicted with. Disabilities that are visible and most resemble a student who may look helpless in comparison to their peers (physical disabilities, learning disabilities) appear to garner a more positive attitude when compared to disabilities that are more hidden, and present the student as difficult to manage or misunderstood (emotional/behavioural disorders) (Haq & Mundia, 2012). Teachers who display a negative attitude toward more vulnerable types of students would likely experience higher levels of dissonance according to Festinger because displaying a negative attitude toward someone who physically appears vulnerable is not cognitive, emotionally, or socially acceptable however, disciplining a child who is acting out in a classroom environment could be considered socially acceptable.

Discussing the cognitive component of attitude formation represents only one aspect of the equation in changing attitudes. The affective component of attitudes works in conjunction with the cognitive component to elicit behaviour. Changing the affective component of attitudes requires a change to the feelings and emotions associated with the attitude object (person/place/thing). The feelings and emotions associated with an attitude object are shaped over time and through repeated experiences (Hovland, 1951). Teachers with a less positive attitude towards students may hold negative feelings associated with students due to stress, frustration, or fear. Changing the feelings associated with an attitude object requires the introduction of a new emotion to replace the old one.

Attitudes are formed through cognitive and affective functions in the brain that work together to elicit a specific behaviour. When the affective domain is targeted for change by inducing empathy, it would appear that attitudes could change in a more positive direction (Batson et al., 1997; Finlay & Stephen, 2000). How teachers feel about different groups of students and how they think students should behave in the classroom shape their attitude and subsequent interactions with students. Teacher attitudes are not always positive toward all groups of students (e.g., Haq & Mundia, 2012) and despite the significant amount of evidence describing the negative long-term school outcomes for children who have endured child maltreatment experiences, surprisingly no evidence exists that discusses the relationship between teacher attitudes toward teaching and building relationships with victims of child maltreatment in the classroom. In fact, there is no existing instrument that measures teacher attitudes toward students who have a history of child maltreatment. Some literature focuses on the importance of a positive teacher/student relationship among children who are categorized as "low-income" or

"at-risk" (Hughes et al., 2001; Lynch & Cicchetti, 1997; Murray & Malgrem, 2005); however, teacher attitudes toward child maltreatment victims in general has yet to be investigated.

The research reviewed herein has demonstrated that the long-term developmental consequences resulting from child maltreatment experiences can be severe and long-lasting. Higher rates of homelessness, criminal activity, disease, and psychological disorders paired with lower rates of academic achievement and high school graduate represent significant negative costs to the individual and society as a whole. We know that victims of child maltreatment often perform worse on a multitude of measures for academic achievement across Math and Reading, they have higher rates of problem behaviour and discipline/suspensions; however, we also know there are factors at school that can help mediate these negative consequences. Positive teacher relationships, higher emotional regulation skills, and improved academic skills have all been linked to developing resilience. Although the relationship between protective factors and positive outcomes is not consistent, there represents an opportunity to isolate an intervention strategy within the teacher/student relationship as a pathway to promote resilience among victims of child maltreatment. The research suggests that there is hope for victims of child maltreatment to experience more positive educational outcomes by building on existing positive relationships. What we don't know is how these positive relationships are created. What is the nature of the thoughts, feelings, and behaviours underlying teacher/student relationships among this unique, and sometimes challenging, population of students.

Theoretical Worldview

There are many reasons to conduct research and many different ways to answer research questions. For myself as a researcher, my focus has always been to approach research from a practical standpoint. My passion for research is rooted in a desire to contribute evidence that

would lead to changes to systems, policies, practices, and programs for the enhanced well-being of children, youth and families and ultimately, society at large. Patton (2015) would describe this overarching research paradigm as a pragmatic one. Researchers start with a question or issue, followed by a vast number of choices regarding "how" the question may be, or should be, answered. Sometimes the "how" can take on many forms depending on a number of factors, some of which include: 1) Whether or not a large body of research already exists for the issue/problem in question; 2) The researcher's own ontological and epistemological positions and associated paradigms; and 3) The researcher's knowledge and comfort level with different types of methods and methodologies. The following section will situate my own ontological and epistemological position within my chosen paradigm for this dissertation, as well as incorporate my own experience as influence into the chosen methods and methodologies.

I am a pragmatist, which means I am interested in finding solutions to a problem or issue of personal or societal significance; however, a pragmatic philosophical position does not necessarily mean that pragmatism will determine the ways in which research questions are asked and answered. Finding solutions to complex problems often involves using multiple avenues and approaches. In this case, the issue I am looking to explore revolves around examining and enhancing teacher attitudes for students who have experienced child abuse and/or maltreatment. The nature of this research is extremely complex given the limited evidence examining this particular relationship for this particular group of students within a mainstream school classroom. The complexity of abuse and/or maltreatment within the teacher/student relationship lends itself the flexibility of employing a wide variety of methods and methodologies depending on your chosen paradigm, theoretical position, and methods.

My research background began with an undergraduate degree in Psychology and focused primarily on quantitative methodologies until I reached graduate school. As a researcher, I find comfort in the clear boundaries and structure of quantitative inquiry, as it provides specific criteria for what is considered acceptable and meaningful data, analysis, and results. These criteria include numerical/statistical thresholds for determining whether results as reliable, valid, or meaningful. However, I also recognize that not all questions can be answered using statistical methods alone. In fact, I believe that because my philosophical position is one that is very practical, it is incumbent upon me to employ a wide variety of methodologies to ensure I am examining the research questions from a variety of perspectives. Patton (2015) would argue that examining research questions in a way that does not rely on any "allegiance to a particular epistemological or philosophical traditions" (Patton, 2015, p. 154) would be described as undertaking generic qualitative inquiry. As a quantitative researcher, I am an instrument interpreting what the data has to say, if anything, about the research problem under investigation. In quantitative research variables are tested against a pre-defined measure of statistical significance. In some cases, the researcher either accepts or rejects a hypothesis under investigation. However, when quantitative methods do not suit the purpose of the research investigation (such as when there is no specific measurement to answer the questions or the area of research is not well understood), qualitative methods that examine first-hand experience can provide a more in-depth understanding of an issue, or in this study, a relationship. When attempting to understand and explore the teacher/student relationship among students exposed to child maltreatment/abuse, there could be multiple "truths" that are described through each teacher's perspective and experience. These "truths" can be collated to provide a rich, detailed account of how teachers feel and act toward students exposed to maltreatment/abuse.

My education career began when I accepted a one-year contract position in a Grade 3 classroom. This position allowed me to see first-hand the pressures and needs of educators and students in a large classroom with students who had a multitude of exceptionalities and needs. My career in child welfare began when I accepted a front-line clinical position working one on one with children who were exposed to maltreatment and residing in foster care. As this role developed I branched out into the community to work with educators and administrators by offering training on the neuropsychosocial effects of maltreatment on the developing brain. This work involved helping education personnel understand the needs of children residing in foster care, from a skill deficit and relational perspective, rather than a strictly behavioural lens. Through these training experiences I heard first-hand accounts of teacher frustration with students and witnessed a variety of misinterpretations regarding behaviour among students exposed to abuse/maltreatment. More frequently than not, teachers were not aware of the changes to the developing brain that occur as a result of exposure to abuse and/or maltreatment and would often use behavioural strategies that were counterintuitive to the relational needs of this population of students, often exacerbating their behavioural presentation. My experience as an educational support staff, as a social worker, and currently as a senior child welfare leader all shape how I interpret, understand, and translate research results, findings, and ultimately future recommendations.

Purpose of the Dissertation

There are key areas and aspects of a child's development that present prime opportunities to effect positive change for the child. The experience a child has within education is one such opportunity and is molded through the relationships student's form with teachers, educational assistants, administrators, and even support staff. Understanding the nature and quality of these

relationships is paramount to understanding if we are capitalizing on these developmental opportunities for children. In order to understand relationships between teachers and students, we must first understand the fundamental attitudes, perceptions, and beliefs teachers have toward students with the unique experiences and backgrounds involved with exposure to child maltreatment and/or abuse.

The purpose of this dissertation is to provide a comprehensive understanding of the aspects of teachers' attitudes that can, and should be, included in a standardized tool in order to accurately and reliably measure the attitudes educators hold toward child maltreatment victims.

The purpose of Study 1 was to determine if a pre-existing, valid, and reliable measure for teacher attitudes could be used to understand how teachers feel about students in their classroom who have experienced child maltreatment and/or abuse. The Multidimensional Attitudes Toward Inclusive Education was modified for use with child maltreatment victims to determine whether it could be used with a wider population of educators. The reliability and validity of the tool was investigated using a validity review of the scale factors and by conducting a Factor Analysis for reliability testing. The purpose of Study 2 was to provide more in-depth detail regarding teacher attitudes toward child maltreatment victims in order to add context or additional information to the measure reviewed in Study 1. Study 2 used a qualitative approach by carrying out one-on-one interviews with pre-service and in-service educators and uncovering themes through Thematic Analysis.

The following document is in publication format and as such, Chapters 3 and 4 are each written as separate manuscripts with unique research questions and methodologies.

Chapter 2: Determining the Reliability and Validity of a Revised Version of the MATIES

As children develop, their interactions with the environment slowly extend beyond immediate family and into broader settings such as daycare, play groups, and eventually school. The interactions children have within these environments are conceptualized as influential systems in child development according to Bronfenbrenner's (1979) Ecological Theory of Human Development.

Bronfenbrenner's theory describes five unique environmental layers that connect, or nest, together to create conditions for children's development. The microsystem is the first of the five layers in Bronfenbrenner's theory and is comprised of key developmental influences that have direct contact with the child such as relationships with peers, family, and the child's social settings such as school or daycare. The microsystem is considered the most important layer of environmental influence due to the lifelong consequences of early negative developmental experiences such as exposure to abuse, neglect, or maltreatment involving immediate relationships (Currie & Widom, 2010; Hildyard & Wolf, 2002; Lieberman & Knorr, 2007; Shonkoff & Phillips, 2000; Van der Kolk, 2005). The remaining four systems (i.e., macro, meso, chrono, exo systems) in Bronfenbrenner's theory extend outward beyond the child's immediate environments and represent more abstract influences on child development, such as neighbourhood influences, politics, and epigenetic influences. Higher quality connections between the child's immediate environment and the school system (microsystem influenced by the mesosystem) may positively contribute to optimal development (Shaffer & Kipp, 2014).

Brofenbrenner's theory is directly applicable to understanding the influence that teachers have on a child's development as connections between the mesosystem (school) and

microsystem (child's individual development) represent people and places that are outside of the child's immediate environment but interact with the child to promote development taking shape. The teacher/student relationship is shaped through the behavioural interactions of both the teacher and the student with negative interactions having long-term negative impacts on student development (Decker et al., 2007; Muller, 2001). The scope and nature in which teacher attitudes influence their behaviour in the classroom, interactions with students, and ultimately relationships with students remains uncertain when it relates to students who are victims of maltreatment.

Bronfenbrenner's theory is of particular importance for victims of child maltreatment as positive adult relationships have been linked to resilient outcomes (Rak & Patterson, 1996) and supportive adult relationships can be a positive mediating factor in offsetting the negative trajectory that often stems from experiences with child maltreatment (Collishaw et al., 2007). Positive relationships are created through repeated interactions which are shaped through attitudes, perceptions, and beliefs (Franzoi, 2009). Each person's attitude is shaped through a variety of factors such as experience, personality, and even external pressures. Teacher attitudes for example, can vary depending on the characteristics of the students, the grade level taught, and whether or not the teacher is still in training or currently practicing (Scanlon & Barnes, 2013). In the same context, relationships are also influenced by behaviour. Negative behaviour exhibited by one or more parties in the relationship may put on a strain on the quality of the relationship as a whole. In the case of teachers, the relationships they have with students will be influenced by the behaviour of the teacher and the student (Decker et al., 2007). Examples include a case where a student has experienced a traumatic event (e.g., student witnessed a domestic violence incident the night before) and their behaviour following the event may be unpredictable, negative in

nature, sometimes even explosive. Teachers, may or may not be aware a traumatic event has taken place and their reaction to the sudden change in student behaviour could be accompanied with frustration, increased measures of control to keep the child and students safe, and sometimes even anger in response to behaviour that is out of character and harmful.

Positive adult/child relationships exist in a multitude of situations and environments; however, the relationships that are most influential to a child's development include those with the highest frequency of interactions, consistency, and availability of positive adult influences (Bronfenbrenner, 1986). Promoting resilience in children who have experienced child maltreatment would involve developing positive adult relationships in as many environmental layers as possible in an attempt to increase the likelihood of child maltreatment victims developing resilience. Relationships that are developed at home, daycare, and school represent the most influential layers to a child's development and provide the ideal opportunity for promoting resilience through relationships.

Within the school environment, positive teacher/student relationship styles have been linked to higher academic achievement in Math and Reading (Decker et al., 2007; Konishi et al., 2010; Muller, 2001) and negative relationship styles associated with increased student disruptive behaviours and decreased classroom grades in middle school students (Wentzel, 2002). Using relationships as a means to enhance resilience among children exposed to developmental adversities can be challenging due to the comorbidity of behavioural diagnosis such as Oppositional Defiant Disorder (ODD), Attention Deficit Hyperactive Disorder (ADHD), and Post-Traumatic Stress Disorder (PTSD) among victims of child maltreatment (Ackerman et al., 1998; Ford et al., 2000; Weinstein et al., 2000). The layers of complexity in student behaviour

resulting from negative experiences and/or diagnoses will undoubtedly impact their relationships

with teachers though the extent and nature of this impact is still unclear.

Teacher Attitudes Toward Disruptive Student Behaviours

Research on the relationship between teacher attitudes and challenging student

behaviours in the classroom is complex (Lopes et al., 2004; Scanlon & Barnes-Holmes, 2013).

The literature on this subject focuses on comparing pre-service and in-service teacher attitudes

toward children with complex needs such as disabilities, disorders, and emotional and

behavioural issues as well as describing the nature of the relationship between teachers and

students who exhibit disruptive behaviour.

Despite the evidence to suggest that teachers have a positive attitude towards the purpose

of inclusion (Agran et al., 2002; Cornoldi et al., 1998; Subban & Sharma, 2006), teacher

attitudes appear to be influenced by additional student factors in combination with the

philosophy of inclusion. Subban and Sharma (2006) investigated the attitudes of mainstream

educators towards the philosophy of inclusion using the Attitudes Toward Inclusive Education

Scale (ATIES) (Wilszenski, 1992) among 122 in-service teachers from Victoria, Australia. The

majority of the respondents were female (64%) and the mean age among participants was40.8

years. The ATIES measures teacher attitudes toward various student behaviour and learning

impediments on a 16-item questionnaire with Likert scale response ranging from one indicating

Strong Disagreement up to 6 indicating *Strong Agreement*. Participants were asked whether they

agreed with including students in a regular classroom when they also have disabilities, disorders,

and behavioural challenges. The weighted average score across all ATIES items was rated just

above the *Somewhat Agree* category of positive attitudes toward including students with

disabilities ($M = 4.25$), however, the mean scores for questions exploring attitudes toward

students with behavioural issues was lower than the weighted average mean value ($M = 3.51$ for students who cannot control their behaviour, $M = 3.56$ for students who are physically aggressive, $M = 3.82$ for students who do not follow rules for conduct, and $M = 3.97$ for students are verbally aggressive). Statistical significance was not tested in this particular study however, the descriptive results suggest further exploration is warranted to better understand this discrepancy and whether or not this type of trend is meaningful.

Lopes et al. (2004) also investigated teacher attitudes toward students with disruptive behaviours in the classroom (e.g., aggression, non-compliance, and hyperactivity) using a modified version of the Teacher Perceptions Scale (TPS; Minke et al., 1996). The authors sampled 430 teachers from regular classrooms (79%) and special education classrooms with the majority of participants identifying as female (83%). Using a 2 x 2 design the authors analyzed TPS data across teacher category (i.e., special education and mainstream) and grade level (i.e., elementary and junior/senior teachers). Mainstream teachers assigned to the Junior/Senior grades had significantly more negative attitudes towards teaching students with disruptive behaviours compared to special education teachers and mainstream teachers from the elementary grades. The discrepancy in attitudes may be attributed to a large number of factors not explored in this study, however, the results could suggest that teacher attitudes are not consistent and could be influenced by grade level taught, teacher characteristics, or teacher training.

Scanlon and Barnes-Holmes (2013) reviewed cases of students with intrinsic and extrinsic behavioural issues by examining the change in attitudes of practicing teachers, as well as teachers in training, towards students with a diagnosis of Conduct Disorder, Oppositional Defiant Disorder, or Attention Deficit Hyperactive Disorder post an intervention for stress management and behavioural strategies with students. The researchers used Antonak and

Larrivee's (1995) Opinions Relative to Mainstreaming Scale (ORMS) to investigate the attitudes

teachers ($N = 25$) had towards students who displayed negative emotional/behavioural

characteristics such as outward aggression, disruptive classroom or leisure behaviour,

inattention, and restlessness. The authors found that teachers in training, as well as practicing

teachers, demonstrated a less positive total attitude score towards students with EBD compared

to students without EBD, but t-tests revealed that ORMS attitude scores positively increased post

intervention among both teacher populations, demonstrating teacher attitudes are susceptible to

intervention, alteration, and improvement.

Mazer et al., (2014) looked at the relationship between teachers and students with

disruptive behaviour tendencies from the perspective of the student among 753 practicing

teachers. The majority of the sample was female (66%) and the mean age of participants was

21.64 years. The researchers investigated the relationship between student perceptions of teacher

communication behaviours (e.g., non-verbal immediacy, clarity, communication competence,

emotional support, and emotional work) and student's emotional reactions (e.g., anger, shame,

anxiety, boredom, and hopelessness) using Structural Equation Modeling (SEM). Path analysis

revealed that emotional support from teachers was negatively related to anger, anxiety, shame,

hopelessness, and boredom, with all paths showing statistical significance. The four studies

outlined herein highlight that teacher attitudes are somewhat negative toward students who

demonstrate disruptive classroom behaviour or emotional difficulties, from the perception of the

students and teachers, and that teacher attitudes can vary depending on the grade level taught, the

type of disability or behaviour of the student, and the behaviour of the teacher.

In summary, the studies exploring teacher attitudes toward students with disruptive

behaviour reveal a wide range of variables and underlying factors that could negatively influence

and impact the teacher/student relationship. The evidence indicates that teachers have higher than average negative perceptions, attitudes, and communication styles toward students who present with disruptive classroom behaviours.

Teacher Attitudes Toward Students who are Victims of Abuse and/or Maltreatment

Research on teacher attitudes toward students with disruptive behaviours, disabilities, and emotional/behavioural disorders provides evidence that quality of the teacher/student relationship has an effect on student's academic achievement and emotional/behavioural issues. Surprisingly, there is limited research that discusses the relationship between teachers and victims of child maltreatment specifically.

Crosby et al. (2016) are the only researchers that discussed the link between the student's behaviour in the context of exposure to adverse childhood events. The researchers found that teachers who worked in a residential classroom setting where all students had child maltreatment histories, reported positive teacher/student relationships and a high degree of confidence when dealing with challenging behaviours. These findings are unique in the sense that teacher attitudes were measured among educators working with a very small number of students all with childhood trauma experiences.

Research has yet to investigate teacher attitudes toward child maltreatment victims when they are working in a mixed classroom setting with non-victims. This subgroup of children may have been hidden from previous investigations due to the fact that behavioural effects of child maltreatment are often overshadowed by subsequent behavioural diagnoses that often accompany early exposure to child maltreatment such as ADHD, PTSD, ODD, or Anxiety Disorders. There are numerous studies that discuss teacher's thoughts, feeling, and emotions toward students with behavioural challenges in the classroom that are associated with a specific

diagnosis or disorder, however, the added effect of trauma as a result of exposure to child

maltreatment is rarely discussed and never measured among educators. This gap in the literature

could be attributed to the overarching nature of educational supports. Our existing educational

support system is reflective of a medical model for interventions and description of student

needs. Students must display specific behaviours or have a specific diagnosis in order to access

classroom and teacher supports. This model results in a narrow focus on student's needs that

does not account for underlying predispositions for these behaviours and diagnoses such as early

childhood trauma, which we now know causes changes to the child's neurological development

(De Bellis et al., 2001). In fact, there is specific evidence to suggest that some diagnoses would

not have manifested for child maltreatment victims if the victimization had not occurred (Endo et

al., 2006).

The link between childhood trauma and school behaviour is not well understood by

educators and little is known about how teachers feel about student behaviour when they

consider it from a trauma perspective. In order to understand the perspective and attitudes

teachers hold toward victims of child maltreatment we need to find a reliable measurement that

can provide us with a foundation for understanding this area of research better.

The Multidimensional Attitudes Toward Inclusive Education Scale

The MATIES was created by Mahat (2008) in order to measure teacher's attitudes based

on the three components of attitude theory; affective, cognitive, and behavioural.

Development of the MATIES stemmed from a previous measure that examined teacher

attitudes toward the social, physical, academic, and behavioural aspects of inclusion known as

the Attitudes Towards Inclusive Education Scale (ATIES; Wilczenski, 1992; Wilczenski, 1995).

The ATIES was widely used in the literature among pre-service and in-service teachers

(Parasuram, 2006; Sharma et al., 2006, Wilczenski, 1992; Wilczenski, 1995). Mahat (2008) sought to capture the broader understanding of teacher attitudes toward inclusive education as it relates to attitude theory and behaviour and thus developed the MATIES.

Previously conducted factor analyses of the MATIES demonstrated three distinct but correlated subscales of teacher attitudes ranging from 0.48 to 0.62 suggesting that the following three constructs are independent of one another yet still related: 1. Cognitive items that capture the individual's perceptions and beliefs about inclusive education, 2. Affective items that represent the feelings and emotions about inclusive education, and 3. Behavioural items which indicate an individual's intentions to behave in a particular way with respect to inclusive education (Mahat, 2008). Reliabilities were acceptable for each subscale of the MATIES: $\alpha =$ 0.78 for the affective domain, $\alpha = 0.77$ for the cognitive domain, and $\alpha = 0.91$ for the behavioural domain. An acceptable measure of internal consistency per subscale is suggested to be 0.7 or higher (Cronbach, 1951; Nunnally & Bernstein, 1994) indicating that the MATIES meets acceptable subscale reliability.

The MATIES also demonstrated strong content, construct, criterion, and convergent validity (Mahat, 2008). Responses on the MATIES are gathered through the use of a five-point Likert scale ranging from '*strongly disagree', 'disagree', 'neither agree nor disagree', 'agree', and 'strongly agree'.* The MATIES has been most recently used in two separate research studies involving in-service teachers from Scotland (MacFarlane & Woolfson, 2013) and Hong Kong (Yan & Sin, 2013).

MacFarlane and Woolfson (2013) adapted the scale to describe students with social, emotional, and behavioural difficulties in each question and employed a nine-point Likert Scale rating for responses with a five-point anchor to represent the direction of the scale from '*strongly*

disagree', 'disagree', 'neither agree nor disagree', 'agree', and 'strongly agree'. MacFarlane and Woolfson reported the subscale reliabilities to be acceptable at .75 for both the affective and cognitive subscales. The behaviour subscale was excluded from the study due to an alpha level below .70.

Yan and Sin (2013) used the MATIES in their study to investigate the extent to which Ajzen's Theory of Planned Behaviour could predict and explain the intention and actual behaviour of inclusive teaching. The researchers had a large sample of 841 in-service teachers from elementary, junior, and senior levels and found that the subscales on the MATIES to have good internal consistencies (affective α =.78, cognitive α = .77, and behaviour α = .91).

Despite the existence of various measures used to examine teacher attitudes previously cited (Alghazo & Gaad, 2004; Antonak & Larrivee, 1995; Minke et al., 1996), the MATIES was the only questionnaire that was used with teacher populations from multiple countries. The MATIES was also the only survey with subscales to measure various aspects of attitude formation, and the only survey that used in-depth Confirmatory Factor Analysis procedures to establish its strength as a measurement tool. The scale has yet to be used with pre-service teachers in Canada but has been used with question modification to suit a specific population of interest, such as students with emotional and behavioural difficulties (MacFarlane & Woolfson, 2013). The MATIES demonstrated strong statistical qualities that made the likelihood of adapting it for the population of students with maltreatment histories very high.

Purpose

How teachers think and feel about their students will impact the relationship they form with their students. Knowing that positive teacher/student relationships can be a catalyst for promoting resilience among students exposed to maltreatment, it is essential to gain a better

understanding of how teachers think and feel about this population before discussing recommendations for using this relationship as a possible intervention to build resilience. Measuring teacher's attitudes toward students who have experienced maltreatment would provide an understanding of how teachers think and feel about this population. Currently, there does not exist a measurement specific to this group of students and the following study seeks to fill this gap by determining if an existing measure of teacher attitudes (the Multidimensional Attitudes Toward Inclusive Education Scale, MATIES) can be adapted for use with this population. The MATIES was selected based on the strong statistical evidence for its adaptability and generalizability demonstrated in various other research projects (MacFarlane & Woolfson, 2013; Mahat, 2008; Yan & Sin, 2013).

Study 1 was conducted to answer the following research question:

1. Can the MATIES be adapted to measure pre-service and in-service teacher attitudes toward students with a history of child maltreatment and still meet acceptable reliability and validity?

A flow chart describing the samples and analysis for the multiple phases and objectives for the study can be found in Figure 1.

Figure 1

Flowchart of Research Process and Associated Research Phases
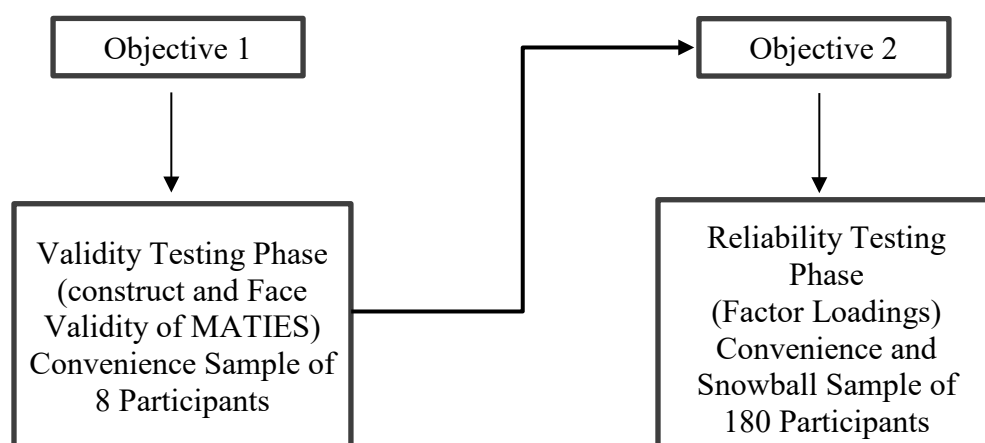
Methods for Objective 1 – Validity Testing

A survey design was selected for the study based on Creswell's (2003) suggestion that surveys help to "identify important beliefs and attitudes of individuals" (p. 388). A quantitative approach was the focus based on the advantages of quantitative research over qualitative research (Creswell, 2003). The advantages include: larger sample sizes, more opportunity for generalizable results, and potentially more reliable findings of the phenomenon under investigation (provided the instruments used in the study are valid and reliable). The validity phase was conducted to establish the scale's construct and face validity. Construct and face validity ensure that the questions contained on an instrument reflect the attributes under investigation and is usually established through surveying seven or more experts in the field of the study's primary purpose (DeVon et al., 2007; Polit & Hungler, 1999). For the purpose of modifying the MATIES the researcher chose to use a reference sample of participants that would be completing the survey once it was established. The term "expert" could be open to interpretation therefore, it was determined that a teacher with several years' experience would be have the knowledge and "expertise" to provide feedback regarding the wording of a questionnaire item for the purpose of using the questionnaire with a broader population of educators. Educators were chosen to be able to provide feedback to the researcher regarding how other educators would understand the wording of each question.

Participants

A convenience sample approach was used to recruit four pre-service teachers through the use of a research recruitment portal at the local University and four in-service teachers known to the researcher. Participants were recruited through an email message containing the measurement

required for completion as an attachment and an explanation of passive consent to participate in the validity testing of Study 1.

Pre-service teachers were enrolled in the Bachelor of Education program at a local university at the time of survey completion and had the opportunity to sign-up to participate in the study through the research recruitment portal known as SONA in exchange for extra marks toward course credit. The in-service teacher participants were full-time permanent teachers actively teaching with local school boards and known to the researcher.

The sample was predominantly female ($N = 6$), the ages of participants ranged from 20 to 41 years of age ($M = 25.8$ years) and 33% of the sample had some experience with creating or designing surveys. The most common undergraduate degree reported was in Psychology and the years of teaching experience ranged from less than 1 year to 10 years for both groups.

Materials

Demographic Form. Each participant completed a short demographic questionnaire that reflected their age, gender, field of study and experience in developing questionnaire items (See Appendix A).

 Revised Multidimensional Attitudes Toward Inclusive Education Scale (MATIES-R). The validity testing phase focused on assessing the face and construct validity of the revised MATIES to ensure the scale was appropriately worded and easy to understand in relation to students who have experienced child abuse and maltreatment. The current study began by adapting the reference language used in the MATIES to evaluate teachers' attitudes towards inclusive education of students who have been, or suspected to have been, abused and/or maltreated. The phrase "students with a disability" was replaced with "students who have been, or suspected to have been abused and/or maltreated" throughout the questionnaire.

Procedures

Ethics approval was obtained through the local University's Research Ethics Board prior to study commencement. Participants were provided with a Participant information letter prior to agreeing to participate in the study either by an invitation to participate by the primary researcher (for in-service teachers) or by reviewing the opportunity to participate posted on SONA. Upon agreement to participate, the primary researcher provided each participant with the link to an online survey created with Survey Monkey that contained the demographic form and the MATIES-R. Participants read each question within the revised MATIES and selected their level of agreement (*Agree, Somewhat Agree, Disagree)* for how well the question was worded/easily understood and whether or not they felt that the question was reflective of the respective factor initially proposed by the original MATIES subscales (cognitive, affective, behavioural), see Appendix B for a copy of the form.

Validity Testing Results

Upon completion of all measures, the primary researcher collated participant feedback for each question to determine if any changes were required to the wording of the questionnaire items prior to the instrument reliability testing phase. Consensus on agreement for the construct of each question was determined by a participant selecting "somewhat agree" or "agree" as a response to the wording of the question and whether or not the question captured the attitude construct. Detailed results of the validity study feedback from in-service and pre-service teachers can be found in Appendix C. All participants agreed with the wording of the questionnaire items and recommendations were made to changing some questionnaire language to reflect Ontario teaching curriculum standards (refer to Appendix C for a full list of the recommendations from participants).

All of the recommended changes to wording and punctuation identified by teacher participants were implemented into a revised version of the MATIES labeled MATIES-R (see Appendix D). All participants had the opportunity to provide comments to each questionnaire item however, only in-service teachers provided comments.

Methods for Objective 2 - Instrument Reliability Testing

The instrument reliability phase of Study 1 used survey methods to confirm factor loadings of the MATIES-R on to three subscales (affective, cognitive, and behavioural). The MATIES-R measured teacher attitudes across the affective, cognitive, and behavioural components towards students who have, or are suspected to have suffered child abuse and/or child maltreatment. Establishing the validity of the survey represents only one aspect of a quality survey. A questionnaire can be easily understood and read but it is important to know if the questions are actually measuring what you designed them to measure. Reliability analysis determines whether the survey items can reliably measure what they were intended to measure. Quantitative methods will provide a foundation of data to compliment the feedback gathered in the validity phase and determine from a statistical and practical perspective whether the revised MATIES is suitable to measure teacher attitudes toward the maltreated sub-population of students.

Measures

The measures used to describe participant characteristics and attitudes included the revised MATIES and a demographic checklist.

Multidimensional Attitudes Toward Inclusive Education of Students who have been exposed to child maltreatment Revised (MATIES-R). The revised 18 item MATIES generated in the validity phase contained a 5-point Likert scale with evenly distributed options '*strongly*

disagree', 'disagree', 'neither agree nor disagree', 'agree' and 'strongly agree' and was utilized

to mirror the scale construction utilized in previous research validating the MATIES attitude

constructs (MacFarlane & Woolfson, 2013; Parasuram, 2006; Sharma et al., 2006, Wilczenski,

1995; Yan & Sin, 2013). The final version of the MATIE-R can be found as Appendix E.

Demographic Checklist. Participants' demographic and background information was

gathered using a short demographic questionnaire that captured participants' age, gender,

number of years teaching, grade level taught, type of undergraduate degree in progress or

completed, and any additional training in the field of child maltreatment. The full questionnaire

can be viewed as Appendix F.

Participants

The sample was comprised of 100 in-service teachers and 97 pre-service students studying

at the local University's Bachelor of Education Program. The pre-service sample was reduced to

96 after removing a participant who exited the survey after the first question. The sample showed

an uneven gender distribution with 22 males (11%) compared to 174 females. The majority of pre-

service participants taught for less than 1 year (53.6%) and the majority of in-service participants

taught for 1-3 years (33.2%) at the time of the survey. Participant ages ranged from 18 to 40, with

a mean age of 28.83 years and the majority of participants (74.5%) reported never receiving any

training specific to the effects of trauma and/or abuse. The majority (51.5%) of participants had a

degree in the field of Humanities and the most frequent category chosen for which grade level in-

service and pre-service teachers had experience teaching was Grades 1-6. A more detailed

summary of participant's demographic information can be found in Tables 1, 2, and 3 respectively.

Table 1

Age Distribution for Pre-Service and In-Service Teachers

Participant Category	Age Group Category			
	18-30	31-40	41+	No Response
In-Service Teachers	55	25	15	5
Pre-Service Teachers	74	13	9	0
Totals (*N*)	129	38	24	5

Table 2

Frequencies of Degree Majors

Degree Major	*N*	Percentage
Physical Sciences (Physical Education, Biology, Chemistry, Computers, Geography, Math)	38	19.4%
Social Sciences and Humanities (Psychology, Sociology, Criminology, Child and Family Studies, History, Philosophy, Religion)	101	51.5%
Arts (Music, Fine Arts, Liberal Arts)	22	11.2%
Languages (English, French)	18	9.2%
Other	17	8.7%
Totals	196	100%

Table 3

Teaching Experience Distribution for Pre-Service and In-Service Teachers

Number of Years Teaching	Teacher Category		
	In-Service	Pre-Service	Percentage
Less than 1 year	13	52	33
1-3 years	35	5	20
4-7 years	24	6	15
8-10 years	11	1	6
10-20 years	10	15	13
over 20 years	3	2	3
Missing	0	19	10
Totals	96	100	100

Instrument Reliability Testing Data Procedures

Ethics approval was obtained by Nipissing University prior to recruitment and sampling. The scale was then distributed to a wider population of both in-service and pre-service teachers to conduct more extensive analysis for rigor using the Cronbach alpha to investigate internal consistency for all three subscales (affective, cognitive, and behavior). Pre-service teachers were enrolled in the Bachelor of Education program at a local University at the time of survey completion and had the opportunity to sign-up to participate in the study through the research recruitment portal known as SONA in exchange for course credit. Social media recruitment was used to recruit in-service teachers by posting the letter of recruitment and survey link as a status update in Facebook groups where registered Ontario teachers were members. Posts on social media members only pages were public and distributable by anyone who is a member to the pages where the notice was posted.

Analytic Plan

An Exploratory Factor Analysis (EFA) was conducted using SPSS statistical software selecting a Principal Component Analysis (PCA) to explore whether or not the questionnaire items contained in the MATIES-R loaded on each of the three attitude components (affective, cognitive, and behavior) originally contained in the MATIES subscales and that the factor weights extracted from the EFA accounted for the majority of the variance in scale scores. An exploratory rather than confirmatory analysis was conducted due to the reference population changing in the MATIES-R. The purpose of study 1 was not to confirm whether the revisions to the MATIES would capture teacher attitudes in the same way as the original version but rather explore whether the revisions replicated the same attitude constructs or revealed factors not previously captured by the tool. Field (2000) recommends 10-15 observations per questionnaire item be collected in order to run reliable factor analysis on questionnaires that are newly designed or revised. Habing (2003) recommends a minimum of 5 observations per questionnaire item for factor analysis, in this case the required sample must be larger than 180 participants. All 18 items from the original MATIES met acceptable face and content validity and the total sample size reached well over the required 180 participants recommended by Habing. The EFA procedure will determine whether the variance in scores load onto additional factors not previously identified for the scale.

The EFA requires that four assumptions be accounted for prior to accepting the results as accurate and/or appropriate for interpretation (Field, 2000). The four assumptions were verified to ensure that the EFA was appropriate for analysis and subsequent interpretation. The first assumption involves checking that all variables are continuous in nature, the second requires a linear relationship between all variables, the third requires a sampling adequacy of 150 or more

participants (which could change depending on the number of questionnaire items), or 5

responses per questionnaire item, and the fourth requires adequate correlations between variables

using the Bartlett's Test of Sphericity (Beavers et al., 2013). The EFA analysis carried out for

Study 1 passed all four assumptions and indicates the tool was appropriate for a Factor Analysis.

When determining what type of EFA to run several things need to be considered regarding the

type or rotation (i.e., oblique - direct oblimin rotation vs orthogonal – varimax rotation) and the

number of factors (e.g., 1, 2, 3….). Rotation is defined as "Any of several methods in factor

analysis by which the researcher attempts to relate the calculated factors to theoretical entities.

This is done differently depending upon whether the factors are believed to be correlated

(oblique) or uncorrelated (orthogonal)." Vogt (1993, p. 91). Variables that are expected to be

correlated would require an oblique rotation Gorsuch (1983, pp. 203-204). According to Yong

and Pearce (2016), an EFA is used to determine the number of factors influencing variables and

to determine which variables/questions 'fit together'. A common understanding underlying EFA

is that there are a certain number of factors to be discovered in a given dataset for a measurement

and the goal is to find the smallest number of factors that will account for the largest amount of

variance within the measurement (Yong & Pearce, 2016).

  The Exploratory Factor Analysis extracted factor loadings from the MATIES-R which

measured teacher attitudes toward inclusion of children in the classroom with a history of abuse

and/or neglect. Inspection of the correlation matrix was required in order to determine if the data

from the questionnaire demonstrated patterned relationships. Patterned relationships are

considered present when each variable/question on the measure has at least one correlation

coefficient greater than 0.3 (Yong & Pearce, 2013).

Results

The first objective of the instrument reliability testing was to determine if the revised version of the MATIES met acceptable validity and reliability standards for use with in-service and pre-service teaching populations). Results indicate that the correlation matrix found as Appendix G demonstrated a patterned relationship for all the questionnaire items. In order to determine if distinct and reliable factors can be produced from the questionnaire the Kaiser-Meyer-Olkin (KMO) measure was calculated. A KMO value close to 1 indicates that the sum of partial correlations is not large relative to the sum of correlations meaning the closer the KMO is to the value of 1, the better suited measure would be for conducting for a Factor Analysis (Keiser, 1975). The KMO value in this measurement was 0.87 which is considered good according to Keiser (1975).

EFA results provide a factor loading value for each questionnaire item. These factor loadings are a measure of strength for the correlation between that variable factor under investigation (Yong & Pearce, 2016). Higher factor loadings represent a better 'fit' with the construct under investigation and a general rule of thumb is that factor loadings with a value of less than 10% of the overlapping variance among the total sample would be considered weak (Tabachnick & Fidell, 2007). The EFA for Study 1 was executed using an oblique (direct oblimin rotation) as opposed to an orthogonal (varimax rotation) as the variables were expected to be correlated in the measurement. In order to determine the number of factors to propose in the EFA, you would firstly examine the eigen values and then the initial scree plot.

The EFA results revealed five components with eigenvalues greater than 1 (See Appendix H); however, Costello and Osborne (2005) report that using the criteria of retaining factors based on eigen values greater than 1 is one of the "least accurate methods" (p. 2) for

selecting factors to retain. The authors recommend using the scree plot to visually determine the "break point in the data where the curve flattens out" (p. 3). Based on the scree plot test, a three-factor solution explaining 52.8% of the total variance was retained (see Appendix I and J).

In the current study with $N = 196$, factor loadings of less than 0.2 were considered weak and removed from the questionnaire. Factor loadings greater than .5 were ideal as they would account for more than 50% of the overlapping variance in the factor/construct under investigation. The EFA was repeated a total of three times with the first result indicating a possible 5 factor solution based on the scree plot. Upon reviewing the factor loadings for each proposed construct weak and inconsistent factor loadings were removed and the EFA was run again revealing a possible 3 or 4 factor solution. Weak and inconsistent loading questionnaire items were determined where loadings were less than 0.5 on one factor (considered weak) or greater than 0.5 on one factor and greater than 0.3 on another factor (inconsistent). After the first EFA, questions 5, 6, 10, 11 and 12 were removed from the questionnaire and the EFA was conducted a second time maintaining an oblique rotation. The KMO and Bartlett's test remained $p > 0.8$ and $p < 0.001$ and questions 2 and 14 were subsequently removed for the second EFA due to weak factor loadings. For the third revision additional weak and inconsistent factor loadings were removed and the EFA was forced to a three-factor construct. EFA results for the first two analyses, referred to as Pattern Matrix (A) and Pattern Matrix (B) can be viewed as Appendices H and K. The final factor solution shown in Table 6 included 11 questions across three factors. Figure 2 provides a list of questions removed from the measure due to weak and inconsistent factor loadings.

Table 4

Pattern Matrix Results for Final Factor Solution

Domain	Component		
Attitude Construct 1: Cognitive Domain	1	2	3
Q1. I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.	-.03	.15	.68
Q3. I believe that inclusion facilitates socially appropriate behaviour amongst all students	-.01	-.08	.88
Q4. I believe that any student can learn in the regular stream of the school if the curriculum is adapted to meet their individual needs.	.03	-.04	.55
Attitude Construct 2: Affective Domain	1	2	3
Q7. I get frustrated when I have difficulty communicating with students who have been abused and/or maltreated	-.02	.87	-.09
Q8. I get upset when students who have been, or suspected to have been abused and/or maltreated cannot keep up with the day to day curriculum of my classroom	.05	.83	.05
Q9. I get irritated when I am unable to understand students who have been abused and/or maltreated	.01	.85	.05
Attitude Construct 3: Behavioural Domain	1	2	3
Q13. I am willing to encourage students who have been, or suspected to have been abused and/or maltreated to participate in all social activities in the regular classroom	.63	.04	.23
Q15. I am willing to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom with the necessary support	.80	.03	.02
Q16. I am willing to accommodate the curriculum to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom	.89	.02	-.07
Q17. I am willing to adapt my communication techniques to ensure that all students with emotional and behavioural disorder	.90	-.05	-.06

Domain	Component		
can be successfully included in the regular classroom.			
Q18. I am willing to adapt the assessment practices of individual students in order for inclusive education to take place.	.91	.01	-.04

Figure 2

Questions Removed from the MATIES through EFA

Attitude Construct 1: Cognitive Domain
Q2. I believe that students who have been, or suspected to have been abused and/or maltreated should be taught in special education programs
Q5. I believe that students who have been, or suspected to have been abused and/or maltreated should be segregated because it is too expensive to modify the curriculum and environment of the school
Q6. I believe that students who have been, or suspected to have been abused and/or maltreated should be in special education schools so that they do not experience rejection in the regular school
Attitude Construct 2: Affective Domain
Q10. I am uncomfortable including students who have been, or suspected to have been abused/neglected in a regular classroom with other students who have not experienced abuse and/or maltreatment
Q11. I am perturbed that students who have been, or suspected to have been abused and/or maltreated are included in the regular classroom regardless of the severity of their victimization history
Q12. I get frustrated when I have to adapt the curriculum to meet the individual needs of many students
Attitude Construct 3: Behavioural Domain
Q14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability

Reliability Analysis. Cronbach's alpha for each subscale indicated an excellent degree of internal reliability for the affective and behavioural subscales, with alpha levels of 0.8 and 0.9 respectively, and a questionable degree of internal reliability for the cognitive subscale with an alpha level of 0.5. George and Mallery (2003) provide the following guidelines for interpreting alpha reliabilities: "_ > .9 = Excellent, > .8 = Good, > .7 = Acceptable, > .6 = Questionable, > .5 = Poor, and < .5 = Unacceptable" (p. 231). Although an alpha of 0.7 is preferred as an acceptable level of internal reliability, 0.6 can be considered acceptable but should be used with caution when interpreting results specific to this subscale. The original alpha level for the cognitive subscale was the lowest of all three subscales when the tool underwent Confirmatory Factor Analysis in 2008 (Mahat, 2008).

Discussion

The results from the factor analyses supported a three-subscale structure of the MATIES-R with acceptable factor loadings and reliability for the affective and behavioural constructs, and questionable reliability for the cognitive construct. The multiple and inconsistent factor loadings identified throughout the EFA is suggestive of conflicting constructs that may not have been considered as part of the original MATIES but revealing themselves in the revised version, perhaps as the result of modifying the tool to relate to another sub population of students.

Although the MATIES-R satisfied all statistical reliability and validity criteria required to use with larger sample sizes and for group comparisons between in-service and pre-service teacher groups, further exploration is warranted to ensure that the multidimensional nature of teacher attitudes is consistent with the three-factor structure originally proposed by Mahat (2008) and Wilczenski (1992, 1995). The sheer number of questionnaire items that need to be removed

from the revised version of the MATIES raises serious questions regarding the revised instrument's validity and reliability. Multiple factor loadings with inconsistent weight raises concerns that perhaps there are other factors contributing to the variance in attitude scores/attitude construct not previously identified for this population. Previous studies have adapted the MATIES-R for use with various sub populations of students and or cultures without compromising the integrity of the 18-item questionnaire (MacFarlane & Woolfson, 2013; Yan & Sin, 2013) however, using the tool with this particular subset of students suggests confining attitude constructs to the three subscales of cognition, behaviour, and affect may not reflect the whole story of how teachers perceive and think about this population.

We cannot confidently suggest that the three factors defined by the MATIES represent the only, or even the most influential, factors involved in measuring teacher attitudes regarding this particular population of students. Further exploration is necessary to either substantiate the need to remove the number of items suggested by the EFA or to describe any other factors that might be contributing to the inconsistencies in the factor loadings among the three subscales. A qualitative analysis exploring the perceptions and constructs that comprise teacher's descriptions and feelings of students who have suffered maltreatment and abuse would assist in explaining the variation in the results for the MATIES-R as well as reveal any underlying constructs not reflected, or considered, in the MATIES-R or original MATIES.

Contributions and Next Steps

The purpose of Study 1 was to determine if a revised version of the MATIES could be used with the population of students exposed to maltreatment in an effort to understand teacher's attitudes toward this sub-population. Results from the validity phase suggested that a revised version of a pre-existing valid and reliable measure of teacher attitudes toward including students

with disabilities in the classroom could be modified to reflect teacher attitudes toward including

students with a history of maltreatment in the classroom based on construct and face validity.

During the instrument reliability phase of the study however, the revised MATIES demonstrated

inconsistent measurement attributes. Although the affective and behavioural subscales showed

good internal consistency, the EFA results suggested that the attitude construct as represented by

the MATIES and MATIES-R toward the population of students exposed to maltreatment may be

more complex than a simple 3-factor solution. EFA results suggested that there may be other

factors not captured within the 3-factor structure of the existing measurement that are yet to be

investigated or understood. The factor loadings from the EFA results had considerable overlap

across subscales and did not adequately fit a 3-factor solution to warrant dismissing any other

related constructs or factors that may be contributing to the variance in attitude scores. The EFA

results from Study 1 suggest that other, undiscovered factors, may be contributing to the variance

in teacher's attitudes toward the victims of maltreatment which have not previously been

investigated. Although 2 of the 3 subscale constructs proposed in the revised MATIES met

acceptable levels of internal consistency, the factor loadings among the questions in these

subscales had considerably high levels of overlap with other subscales.

The quantitative measures conducted in Study 1 provided inconsistent and practically

unreliable results to be able to use the revised measure on a broader scale with confidence given

that other factors may be influencing attitude scores. In terms of next steps, the revised MATIES

would require a follow-up investigation into additional factors that may be contributing to the

type of attitudes teacher's hold toward victims of maltreatment to determine if additional

subscales would be required when examining this research question further and using this scale

with a wider population. A qualitative approach could offer a more comprehensive

understanding of attitudes and relationships among teacher and students in this area. According to Creswell (2014) qualitative research approaches can describe and explore the meaning behind data and has the advantage of providing clarity through in-depth analysis to complex issues such as the one uncovered in Study 1.

The quantitative data analyzed in Study 1 provided a baseline idea of how the MATIES could be revised for use with teachers and victims of maltreatment, however, the final revised measurement lacked sufficient statistical reliability and meaning to be able to use the tool with confidence in wide-scale future research. The factor loadings raised serious concerns regarding whether the measurement could be adapted for use toward victims of maltreatment in a way that was consistent with similar sub populations such as those with emotional behavioural disorders, disabilities, or other diagnoses. The findings from Study 1 are not surprising given the complexity of discussing attitudes toward students in relation to their maltreatment experiences rather than their behaviour or diagnostic label. In order to truly understand teacher attitudes, and subsequently the relationship between teachers and students who have a history of maltreatment, a thorough and comprehensive qualitative approach is necessary to determine if the attitude constructs contained in the MATIES-R are the major influencing factors for understanding teacher attitudes toward victims of child maltreatment.

In order to promote the likelihood of resilience developing through teacher/student relationships more frequently and consistently among victims of child maltreatment we need to reliably understand how teachers think and perceive this population. Developing a measurement for this work requires that the instrument accurately represent the major contributing factors that explain variance in teacher's attitudes. Relying on measurement data that may be incomplete or not reliable will fail to achieve the overall goal of understanding and measuring attitudes toward

this population. Without a reliable measurement tool and a confident understanding of the most important factors associated with teacher's attitudes toward this population, we will not be able to understand how teachers think and feel about victims of maltreatment in a meaningful and practical way. Understanding how teachers think and feel about victims of maltreatment is essential to building the foundation required to further understand the teacher/student relationship as a bridge to future interventions aimed at building resilience through this relationship.

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Chapter 3: Exploring Pre-Service and In-Service Teacher Attitudes Toward Children

Exposed to Maltreatment, Trauma, and/or Neglect

Fire can warm or consume,

water can quench or drown,

wind can caress or cut.

And so it is with human relationships;

we can both create and destroy,

nurture and terrorize,

traumatize and heal each other

Bruce Perry – *The Boy Who Was Raised as a Dog*

The Ontario Incidence Study (OIS, 2018) is the 6th provincial study to examine the incidence of reported child maltreatment investigations by child welfare agencies in Ontario. According to Fallon (2019) child welfare agencies received 148,536 referrals that resulted in a child protection investigation in 2018, which represents a rate of 62.89 investigations per 1,000 children in Ontario. Eighty percent of the total investigations were for children who were school age (4-15yrs) and 49% were new investigations where a family had never been previously investigated (Fallon, 2019). The incidence rate for child protection investigations has remained stable since 2008; however, the number of referrals made by schools increased significantly from 25% in 2008 to 32% in 2018 (Fallon, 2019). Not surprisingly, schools play a major role in identifying and supporting children and youth who have been exposed to child maltreatment experiences.

Bronfenbrenner's Ecological Theory of Child Development (1979) describes a systems approach to understanding child development and suggests that the most influential developmental layers are those closest to the child's natural environment such as home, school and daycare. Teachers can play a monumental role in promoting positive relationships with children exposed to maltreatment through their repeated daily interactions and developmental influence (Bronfenbrenner, 1979). Despite the significant role teachers play in a child's development, little is known about how teachers think and feel about teaching students exposed to child maltreatment.

Teacher Relationships with Students Exposed to Maltreatment

Crosby et al., (2016) investigated the perceptions of 27 teachers working in a school setting on the campus of a large residential care facility in the US for teenage girls who experienced abuse and neglect. The researchers used five separate focus groups to discuss participants' perceptions, challenges, and needs when working with students who had experienced trauma. Focus group data was transcribed verbatim and analyzed using constant comparison methods (CCM)[1] (Crosby et al., 2016). The data was organized into seven major themes using CCM. The most common theme was teachers feeling that student behaviour such as "shutting down" was the most challenging to manage. Teachers reported believing that over 90% of the students they taught suffered from a mental health diagnosis and that disruptive behaviour was often the result of exposure to child maltreatment paired with their diagnosis

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[1] The constant comparative method involves breaking down the data into discrete 'incidents' (Glaser & Strauss, 1967) or 'units' (Lincoln & Guba, 1985) and coding them to categories.

(Crosby et al., 2016). The teachers in this particular study did not describe the quality or type of relationship they had with their students, but did indicate that escalated and externalizing behaviours were not difficult for them to manage and they felt capable of building positive and trusting relationships with students who experienced abuse (Crosby et al., 2016).

The quality of the teacher/student relationship can also be impacted by gender differences among students. Ewing and Taylor (2009) studied student/teacher relationship quality among 301 students with a mean age of 4.5 yrs. The sample was evenly divided for gender with males representing 52% of the participants involved in the Head Start public school intervention. Twenty-five teachers completed the Student-Teacher Relationship Scale (STRS) for all students in their classroom and rated the degree of closeness they had with their students (e.g., high closeness corresponded to positive relationships), student's level of behavioural competence (i.e., alert, attentive, curious, and inquisitive), and maladjustment (i.e., anxious, fearful, hostile, inattentive) at the conclusion of the Head Start intervention. Through regression analyses researchers found that girls were rated with higher degrees of closeness to their teachers compared to boys (Ewing & Taylor, 2009). Furthermore, the results showed that when both girls and boys had more positive behaviour characteristics (higher behavioural competence) they were rated closer to teachers compared to participants who were categorized with more aggressive behavioural characteristics. Results from the Ewing and Taylor (2009) study suggest that the type and quality of teacher/student relationships vary depending on student's gender and behaviour in the classroom.

Whittaker and Harden (2010) also explored the association between teacher-student relationship quality and externalizing behaviours among pre-school and kindergarten students in the southern United States involved in a program geared to low income families/students (Head

Start Program). The sample consisted of 12 Head Start teachers and 100 students ages 2.7 to 5.2 years of age (M = 3.9 yrs). Teachers completed the Student-Teacher Relationship Scale (STRS) (Hamre & Pianta, 2001) as a measure for the teacher's perception of the quality of the teacher/student relationship (i.e., closeness, conflict, and dependency) and Achenbach and Rescorla's (2000) Caregiver-Teacher Report Form to measure students externalizing behaviour (i.e., attention difficulties and aggressive behaviour). Bivariate correlations revealed teacher-reported closeness was significantly negatively correlated with students' aggressive behaviour and attention problems. Students age was significantly positively correlated with higher levels of teacher/student relationship quality (Whittaker & Harden, 2010). Results demonstrated the quality of the student/teacher relationship is also influenced by student behaviour and age.

All three studies reviewed demonstrate the link between teachers' thoughts, feelings, and overall relationship with their students and its relationship to student behaviour. The studies reveal that teacher/student relationships are negatively impacted by negative behavioural characteristics displayed by students. All three studies investigated how teachers felt about specific students in their classroom but none investigated the teachers' overall attitudes regarding the child maltreatment population specifically. The research reviewed also lacks clarity regarding how classroom composition and various student needs impact the quality of the teacher/student relationship.

Educational Experience of Children Exposed to Child Maltreatment

The relationships formed between teachers and students may be influenced by negative changes to students' biopsychosocial development stemming from childhood exposure to abuse, neglect, and/or maltreatment. De Bellis et al. (1999) investigated changes that occur within the brain for areas responsible for behavioural, cognitive, and emotional functioning for children

diagnosed with Post-Traumatic Stress Disorder (PTSD) using MRI scans for measuring cerebral volumes, clinical assessments (Child Behaviour Checklist, Achenbach, 1992), and intelligence assessments (clinical interviews, Wechsler's Intelligence Scale for Children; Wecshler, 1949). The researchers compared 44 children diagnosed with PTSD to a matched control group of 61 healthy children and youth without maltreatment experiences (ages 6.7 to 17 years). Maltreatment included physical and/or sexual abuse, neglect, and exposure to interpersonal trauma, including witnessing domestic violence. The control group was matched according to age, height, weight, gender, race, birth weight, pregnancy gestation, socioeconomic status, and maternal use of cannabis and/or alcohol. Multivariate regression analyses showed significantly lower levels of emotional, social, and psychological functioning among participants in the maltreated group compared to the control group as well as significantly higher suicidal behaviours, higher ratings of depression, and higher scores on the Child Behaviour Checklist for externalizing and internalizing behaviours. The maltreated group had smaller intracranial and cerebral volumes and a smaller corpus callosum, suggesting that experiences of maltreatment can negatively impact the physical size and various structures of the brain contributing to adverse brain development (De Bellis et al., 1999). The maltreated group had significantly lower scores on Verbal IQ, Performance, and full-scale IQ compared to the non-maltreated group. Findings from the study suggest potential pervasive consequences resulting from impaired brain development and functioning of children exposed to maltreatment and/or abuse, whether physical or emotional. The corpus callosum and hippocampus are two main areas of the brain found to be impacted by abuse and/or maltreatment in this study. As the hippocampus region is responsible for learning, memory, emotional regulation skills and the corpus collosum plays an integral role in learning and cognition, these findings substantiate that maltreatment experiences

can result in a higher likelihood of behavioural challenges in a classroom setting and poorer academic performance, compared to their same age peers.

Further evidence regarding the developmental consequences of exposure to abuse and/or maltreatment is provided by Wolfe et al. (2003). The researchers conducted a meta-analysis of 41 studies (with sample sizes ranged from 18 to 583 participants) to examine the effect of domestic violence and child abuse on children's development. Effect sizes (range = 0.7 - 0.94) were calculated for behavioural (externalizing behaviours and conduct problems), emotional (depression, anxiety), and PTSD symptomology scores. Forty out of 41 effects ($Z_r = 0.28$) showed exposure to domestic violence had a small negative effect on children's development and functioning when compared to same age peers who had not been exposed to domestic violence. In four studies where the co-occurrence of child abuse was present, an increase to the level of emotional and behavioural problems beyond domestic violence exposure alone was observed (Wolfe et al., 2003). Children who experienced maltreatment also scored lower on measures of overall cognitive ability, lower on measures of school achievement, had higher rates of disciplinary measures such as suspensions and expulsions, and were less likely to graduate high school and attend college or university, when compared to their non-abused or neglected same age peers (Kendall-Tackett & Eckendrode, 1993; Lansford et al., 2002; Vondra et al., 1990).

The literature reviewed consistently describes the well-documented disadvantages that students exposed to maltreatment have in meeting general and standardized academic expectations and positive social and behavioural functioning at school (Attar-Schwartz, 2009; Crozier & Barth, 2005; Eckenrode, Laird, & Doris, 1993; Flynn et al., 2004; Jonson-Reid et al., 2004; Kendall-Tackett & Eckendrode, 1996; Kurtz et al., 1993; Leiter, 2007; Leiter & Johnsen,

1994; Leiter & Johnsen, 1997). What has changed in the last decade of research is the overwhelming body of evidence describing why children exposed to maltreatment struggle academically and behaviourally. The integration of neuroscience with psychology and education has strengthened our understanding regarding the likelihood for long-term negative outcomes within this sub-population of students as a result of the potential for impaired brain development due to adverse experiences. However, it remains unclear the extent to which teachers understand the link between exposure to maltreatment and the subsequent effects on academic, social, and behavioural functioning of students, as well as how these effects influence teachers' attitudes, perceptions, and beliefs about this sub-population of students.

From a psychological, educational, and health perspective, we need to understand the current landscape of the type and quality of teacher/student relationships as well as identify any and all possible opportunities to increase the quality and scope of how these relationships are nurtured and prioritized within Education. Positive teacher/student relationships represent an untapped resource to build in opportunities for students to develop resilience, in particular, for those who need it the most such as those who have endured victimization and maltreatment.

Teacher Attitudes Toward Victims of Child Maltreatment

Child maltreatment may be a contributing factor to diagnosing ADHD and other disabilities that could impact student behaviour and functioning (Endo et al., 2006; Sullivan & Knutson, 2000). Research specific to the impact of child maltreatment on brain development suggests that such experiences may have a distinct connection to disruptive behaviour and impaired brain functioning, apart from disabilities and diagnoses which occur after the maltreatment experience (De Bellis et al., 1999; Kaufman et al., 2000). The link between exposure to maltreatment and/or abuse as a precipitating factor contributing to disruptive

behaviour in the classroom is not well understood in the context of the teacher/student

relationship. Currently, there is no evidence exploring how teachers think, feel, and perceive

students who have experienced abuse/maltreatment from a neuropsychosocial

lens/understanding.

The relationship between teachers and victims of child maltreatment is not clearly

understood and teacher relationships with students can be mixed depending on the gender and

behavioural needs of students. In order to mitigate the lifelong consequences for students

exposed to maltreatment/neglect we must understand how best to encourage positive attitudes

among teachers toward victims of maltreatment in order to promote the likelihood of students

developing positive relationships and resilience. Without pre-existing evidence to explain the

type and nature of teacher attitudes toward students exposed to maltreatment the following study

was conducted to provide insight for this gap in research.

Purpose

The study investigated teacher attitudes toward students who are victims of abuse and/or

maltreatment using the following exploratory research questions:

1. What are the beliefs, thoughts, and attitudes that pre-service and in-service teachers
    have toward students who have experienced maltreatment/abuse?

2. How do pre-service and in-service teachers describe their feelings and emotions toward
    students who have experienced maltreatment/abuse?

3. Are there barriers teachers perceive as impacting the teacher/student relationship with
    students who have experienced maltreatment/abuse?

Theoretical Worldview

The nature of discussing and analyzing multiple "truths" would be described as a "relativist view of reality" according to Denzin and Lincoln (2013, p. 27). This ontological perspective is a process by which the researcher interacts with the data and makes their own interpretation of what participants are suggesting in their responses. Recognizing that multiple truths exist within the process of research reflects a subjective epistemology. A subjective epistemology involves the researcher and the participant working together to build understandings about what is being studied (Denzin & Lincoln, 2013). The ontological and epistemological positions articulated herein describe a constructivist paradigm of research where, according to Denzin and Lincoln (2013), findings from this paradigm are typically analyzed through methods that represent patterns and themes across data sets, and in this case through the use of thematic analysis. As reality is subjective and relative, my own experience conducting research in combination with my own personal experiences will ultimately influence how the data is interpreted and coded.

Data over the last 20 years has demonstrated that the educational outcomes for youth exposed to abuse and/or maltreatment are dismal (Attar-Schwartz, 2009; Crozier & Barth, 2005; Eckenrode et al., 1993; Flynn et al., 2004; Jonson-Reid et al., 2004; Kendall-Tackett & Eckendrode, 1996; Kurtz et al., 1993). Building resilience through relationships for this population could provide a new future and more prosperous generation of youth who experience adverse childhood events.

Trustworthiness of the Researcher

Coding and analyzing qualitative data requires the researcher to have good skills and abilities to undertake this work ethically and responsibly. In order to establish my trustworthiness

as a qualitative researcher I will provide a brief synopsis of my experience and skills. I have been conducting research since 2009 and have several publications as first, second, and third author in both quantitative and qualitative research. I have been mentored by several different faculty members at the undergraduate and graduate level in conducting, analyzing, and interpreting research. I have post-secondary teaching experience in the areas of psychology and research review. My specific skill set with respect to qualitative research includes previous experience coding focus group data from teacher participants using grounded theory on a publication as third author. I have undergone qualitative research training for coding through my masters degree and with my current PhD committee and I have taken several courses at the graduate level regarding research methods for both qualitative and quantitative methods. Although I have limited experience with qualitative research methods, I do believe I possess the skills and knowledge to undertake qualitative research responsibly.

Methodology

The following study explores pre-service and in-service teacher attitudes toward students who are victims of child maltreatment. The study investigated how teachers think and feel toward this sub-population of students and discusses the impact exposure to maltreatment has on the teacher/student relationship through a qualitative, constructivist approach using an applied research framework. Through generic qualitative inquiry, this study attempted to understand the experiences of teachers and how they think and feel about working with students who have experienced abuse, trauma, and/or neglect. The overall goal of the study included exploring what factors in the teacher/student relationship influence or represent the nature and type of attitudes teachers hold toward this population.

Methods

Attempting to understand attitudes and relationships can be a complex endeavor and requires a clear process to ensure this complexity is minimized when attempting to understand the lived reality of multiple individuals with similar experiences. According to Hesse-Biber (2017), in-depth interviews are issue-oriented and are well suited when a researcher has a specific topic that they want to focus on and gain a deeper understanding from individuals.

Interviews are an exercise in meaning-making between the participant and the researcher. The purpose of using in-depth interviewing is to "look for patterns that emerge from the thick descriptions of social life" (Hesse-Biber, 2017, p.106) from first-hand experience. Participants in the current study were asked the same set of questions in the same order using a structured interview guide. Standardization among interview questions was selected for a more consistent comparison among response data (Hesse-Biber, 2017).

Each interview began with questions regarding the participants' education and background/demographic information to build rapport with participants and help them feel comfortable in the interview dynamic. According to Hesse-Biber (2017) building rapport is essential to ensuring participants feel valued, comfortable, and safe. This can be established by maintaining eye contact with participants, nodding or gesturing in a positive manner, and helps to minimize the hierarchy of the interview relationship between the researcher and the participant (Hesse-Biber, 2017). Participants received positive feedback through positive facial expressions such as smiling and laughing, as well as through nodding and reassuring/validation statements such as "ok, that makes sense", "that must have been tough for you", "thank you for sharing that". Although there may be some risk to influencing responses by providing positive feedback the need to build rapport with participants to feel comfortable speaking their truth on sensitive

subjects outweighs any potential undue influence by practicing active listening. The initial

protocol and all changes to recruitment methods were approved by the Nipissing University

Research Ethics Board.

Sampling. A purposeful sample of pre-service and in-service teachers was recruited from

the researcher's local geographic area through social media and email recruitment strategies. In

general, the Thematic Analysis approach outlined by Braun and Clarke (2013) recommends a

sample size of a least 30 participants for large-scale doctoral research projects.

Pre-Service Teachers. The research participation system used by Nipissing University is

licensed through SONA Systems and is referred herein as SONA. SONA was used to recruit pre-

service teacher participants. The system offers students the opportunity to earn academic credits

by participating in research studies hosted by the researcher's primary institution. Only students

enrolled in the Bachelor of Education program with practicum experience were permitted to

sign-up for this study via Sona recruitment. Despite the recurrence of the invitation to participate

spanning five months, only four pre-service teachers volunteered to participate.

In-Service Teachers. Recruitment efforts for in-service teachers included posting

invitations to participate on prominent teacher populated Facebook groups (e.g., Ontario

Kindergarten Educators, Ontario Occasional Teachers, and Nipissing University Teachers), with

a combined total of 40, 900 members (Appendix L: Invitation to Participate Posting). Due to

zero participation after three months of recruitment, new recruitment methods were employed.

A subsequent recruitment notice was posted on personal social media platforms and circulated

through e-mails to personal contacts of the researcher and her committee. From the second round

of recruitment, a total of 10 in-service teachers volunteered to participate. Participants contacted

the researcher directly to arrange interview times (Appendix M: Participant Information Letter).

A total of 14 people participated in the study; four pre-service Bachelor of Education students and 10 in-service teachers. Pre-service participant characteristics varied with representation from both the concurrent and consecutive streams studying in either the Faculty of Arts and Science or the Faculty of Education. In-service participants had a much more diverse and mixed demographic. In-service teachers majored in a variety of disciplines including humanities, language, and science. Several participants held, or were in pursuit of a Master's degree in Education. Half of all in-service participants completed the additional qualifications for special education. Half of all participants had qualifications to teach at the Junior/Intermediate level, and the remaining half at the Primary/Junior level and Intermediate/Senior levels. The majority of participants reported having extensive experience working with students exposed to abuse and/or maltreatment when offered the option to choose from three options describing their level of experience (mild, moderate, extensive). Teaching experience also varied with a large portion of participants having experience teaching on federal reserves, as well as some participants having international teaching experience. The length of teaching experience was mixed with participants working as full-time permanent and supply teachers.

Instruments

Questions were structured using interview guides and delivered to participants in a way that is consistent and practical when using thematic analysis (Braun & Clarke, 2006). The demographic interview (see Appendix N) was brief and designed to gather background information to potentially discuss variability among participant's demographic characteristics. The standard interview guide (see Appendix O) captured participant's thoughts, feelings, emotions, perceptions and opinions regarding interactions with students who have had exposure to child maltreatment and/or child welfare involvement.

Interview Procedures

Participants were assigned a random ID code which was used to track all participant responses on audio recordings and referenced throughout all data analysis to maintain participant privacy. A handheld recording device was used to capture an audio file for each interview. An introductory script (Appendix P: Introductory Script) was used to explain the interview process and orientate the participant to the purpose of the study. Using an introductory script allowed the researcher and participant to form a comfortable conversational relationship prior to asking demographic and standard interview questions. Subsequent to the introductory script, participants were asked the demographic and standard interview questions.

The researcher used a pragmatic interview technique for each face to face session, which is described as using straightforward questions about real-world issues aimed at getting straightforward answers to provide practical and useful insights (Patton, 2015). Teddlie and Tashakkori (2011) describe this technique as a process that takes a problem-solving approach to inquiry and reflects a need for change. Pragmatic interviews are categorized as relatively short in duration, focused in nature, and typically last an hour or less (Patton, 2015). The researcher used probing questions when clarification was required to understand a concept or statement. Probing questions were also used when participants were vague in their responses or lacked adequate details for the researcher to understand the participant's experience. Examples of probing questions the researcher used included "Can you expand on that a bit more?", "Help me understand that better", "Can you describe what you mean?".

At the conclusion of the interview session the researcher thanked each participant and offered them an opportunity to add any closing remarks or comments. Participants received a copy of their transcript to review for errors or omissions prior to coding. Post interview, the

researcher downloaded the audio file, uploaded the file to a cloud-based voice to text conversion software, then validated the output text by listening to the audio file and editing the text. Once each transcript was validated the audio file was deleted off the recording device and from the cloud-based transcription software. A separate text file was generated for each interview and uploaded to Atlas.ti qualitative coding software for analysis.

Data Integrity

According to Braun and Clarke (2006) statistical assumptions such as inter-rater reliability and triangulation are reflective of the notion that there is a "correct" way to code data, and contradicts the flexible and organic process of coding offered by Thematic Analysis (TA). In following TA, the data procedures used for this study did not include any traditional measures of reliability or validity other than allowing participants to verify their transcripts prior to coding. A non-traditional approach to incorporating reliability into TA is not unique and has been supported through the work of Vaismoradi et al. (2015). None of the participants made any changes to their transcripts. From a constructivist lens, the coding process involves the researcher's point of view and truth interacting with the experiences shared by participants. Therefore, coding in this way is not "replicable" and cannot be verified against a certain standard. The researcher shared examples from participant transcripts with her PhD supervisor to ensure the coding process met an acceptable threshold for graduate level qualitative research. This feedback process also ensured the methods for analysis was consistent with the chosen methodology and research paradigm.

Data Analysis

The data gathered in this study was organized and analyzed using Braun and Clarke's (2006) methods for Thematic Analysis, which has become a widely-used qualitative analytic

method. The authors describe Thematic Analysis as a foundational method for completing qualitative analysis in the sense that it is flexible yet can still be tied to a specific theoretical position. Thematic analysis can provide a detailed in-depth account of participants' experiences and has the advantage of "reflecting participant's reality and unraveling their reality" (Braun & Clarke, 2006, p. 9). Coding and theme development followed the six-step guide to Thematic Analysis framework described by Braun and Clarke (2006) using Atlas.ti 8.2 coding software. Thematic Analysis (TA) provided the flexibility required for the methodology and theoretical lens of the study. Unlike other widely used analysis frameworks such as Grounded Theory or IPA, TA is not confined to a single theoretical framework to guide its process (Braun & Clarke, 2006).

Step 1: Become Familiar with the Data

By reading through and organizing the transcripts multiple times in preparation for coding the researcher became immersed and situated within the data as much as possible. Reviewing transcripts also allowed the researcher to ensure responses corresponded correctly to each question on the interview guide.

Step 2: Generate Initial Codes

Coding began inductively from the bottom-up then across the entire dataset for cross code representation. This process involved taking words, ideas or statements, and teasing out the literal concepts as well as statements or concepts that could possibly contribute to potential themes.   Flexibility with coding and theme development occurred by using a process of open coding rather than a pre-defined codebook. Coding each question from the interview guide at once across all the documents provided a consistent context for code development. Subsequently, coding the dataset as a whole without linking codes to specific interview questions provided an

opportunity to determine if additional ideas or concepts could contribute to overall themes. For example, when participants responded to the question regarding "what types of behaviours were the hardest to work with", some referenced an example of working with a child in foster care or involved with child welfare services. In this example, the coding would correspond to the question asked but could also be coded as part of a larger pattern of responses that may be contributing to an overall theme.

Step 3: Search for Themes

Braun and Clarke (2006) suggest that a theme represents a certain level of a recurring/patterned response or meaning within the data.

The search for preliminary themes was conducted by reviewing all the codes, then grouping codes according to patterns and context of each code. The patterns were listed as code "groups" and these groups were then reviewed and interpreted into themes from participants about how they thought and felt about working with students who had exposure to abuse/maltreatment. Braun and Clarke (2006) explain that there are no exact rules for what constitutes a theme but that each one is characterized by its significance. In this case, the significance was determined by the researcher interacting with the codes to develop the themes that were repetitive and meaningful in the context of understanding the teacher-student relationship. Although the development of themes could potentially include some bias from the researcher's view point and/or truth, the very nature of interpreting what participants share can never be truly free from bias as all humans interpret the world and truths according to their own subjective existence. Several preliminary themes were listed as part of this step which would be later collapsed into broader more interpretive themes. According to Braun and Clarke (2006) a

longer list of themes is to be expected and helpful if the area of study is not well researched or if the views of participants are not widely known.

Given the lack of evidence discussing the teacher-student relationship within the context of working alongside victims of abuse, trauma, and/or maltreatment in an inclusive classroom, the extensive initial list of themes was not unexpected.

Step 4: Review Themes

The preliminary themes were reviewed to ensure the following: first, that the themes represented a pattern and provided meaningful insights into answering the research questions, second to ensure the themes did not overlap, and lastly to determine if there were other themes present in the data that discuss/reflect something else not explicitly asked by the research questions. Braun and Clarke (2006) warn against counting instances as the contributing factor when determining themes, repetition does not necessarily convey meaning, and researcher judgment is the essential factor when determining what represents a theme. During this step it became apparent by conducting a thematic analysis that it was at this point where the analysis becomes the most subjective between the researcher's point of view, experiences, and theoretical position and the participant's information. The review of themes lends way to a reduction of themes, as well as, toward articulating the significance of the information gathered for a specific purpose (Braun & Clarke, 2006).

Step 5 and 6: Define Themes and Write up Results

Defining themes in a way that can vividly capture the complexity of the experience's teachers shared was a daunting task.

Connelly and Peltzer (2016) provide a guide for researchers to ensure themes identified through qualitative research are well developed; the authors warn that underdeveloped themes

can lead to a lack of substantive findings and rejection for publication. The authors further suggest that each theme the researcher identifies should be clear and appropriate to the research study and accompanied by a strong rationale connecting the theme to a pattern. In addition to following Braun and Clarke's guide to thematic analysis, the recommendations from Connelly and Peltzer (2016) were also integrated into this step. Specifically, including examples and explanations for each theme in order to reinforce where the meaning of each theme originated. Connelly and Peltzer (2016) recommend avoiding one-word themes and also suggest that well written themes can summarize the key ideas of the issue, while also relaying the complexity of the issue under investigation; they further suggest several ways that themes can be developed including the use of metaphors and analogies as well as by comparison statements. Lastly, Connelly and Peltzer stress the importance of interpreting the findings illustrated by the themes as "data rarely speaks for itself" (p. 55).

Responses gathered from participants created an overarching metaphor that reflected the attitudes and subsequent relationship experiences of the teachers interviewed for this study. The metaphor came together when after coding all the responses, I began to recall and reflect on the work of Patrick Slattery (1995) who discussed (at length) the traditions of education. Slattery (1995) conceptualized the historical traditions of education as occurring through three distinct eras; pre-modern (inception to 1450), modern (1450-1960), and post-modern (since 1960). In his description of the traditions of education Slattery suggested that the modern era was brought about by the industrial revolution and the need for measurement, control, and outputs. In a modernist tradition of education, student "success" would be defined by how well the student meets the learning objectives determined by standardized curriculum, and measured by standardized assessments and graduation rates. This mechanistic nature to education was

attractive to the politicians and governments at the time, given its ability to provide control over the outputs of education as well as the appeal it offered to create standards by which students could be compared to one another as achieving or not. These comparisons were also advantageous to start comparing schools, states, provinces, and countries against one another as who would be the "best" at "educating". The political and international races to be the most efficient countries producing the highest quality products across all sectors was very prominent on the global stage during the industrial revolution.

The responses gathered in this study echo many language comparisons to those used to describe a modernist tradition of education. Modernism translated into practice in the classroom would position the teacher as a Quality Control Specialist whose primary job function is to ensure students are achieving according to standardized measures of assessment and evaluation using a standardized/prescribed curriculum. In this conceptualization, the quality control work is comparable to a factory worker on an assembly line preparing each product, at each stage along the assembly line, to eventually fit inside the manufacturer's box and be shipped out to its final destination.

The response data from this study reinforce the metaphor that teachers are like quality control specialists working for a corporation (Ministry of Education) whose job is to mold and shape all the products (students) according to the manufacturer's specifications (standardized curriculum expectations and assessments). The assembly line has multiple phases of production (grades) and is continuous until the product has reached the end of the line and fits into the manufacturer's box (graduation) and is ready to be shipped out into the real world. Each theme identified from the data will reflect the industrial factory metaphor using quotes from

participants and interpretation from the researcher. Note that within each table is only an excerpt of selected quotes not an exhaustive list of all quotes that correspond to each theme.

Results

Theme #1: Quality Control Specialists have a Keen Eye for Variability

Teachers were well versed in knowing and describing the behavioural characteristics of exposure to trauma, abuse, and/or maltreatment among students, despite the demographic data suggesting that the large majority of teachers from this sample report having not received any training specific to trauma and/or maltreatment. Both pre-service and in-service participants demonstrated a well-rounded understanding of the expected behavioural characteristics of students exposed to abuse and maltreatment when they were asked to describe what behaviours/demeanours/presentations they would expect to see in the classroom from students exposed to abuse and/or maltreatment. Selected quotes are provided as examples in Table 1 to support the researcher's interpretation of this theme.

Table 1

Examples of Source Data for Theme 1

Source Document	Quote
Participant 11, line 28	"[I would expect to see students who] change from one emotion to another very quickly"
Participant 16, line 23	"it's going to be different for different kids depending on exactly what their situation or what their experiences were"
Participant 10, line 21	"he might almost be scared of me as a teacher"
Participant 3, line 29	"I would be expecting to see a kid who just didn't trust"

Source Document	Quote
Participant 6, line 30	"I think there's two kind of sides to that. On one side you can see kids who are more aggressive and tend to be bullies and that kind of stuff because they see that aggressive behavior at home and so they inflict it on other people because that's the only way they know how to deal with situations. And then the other side is kids who are kind of isolated and afraid of kids and usually the victim of the bully"
Participant 7, line 21	"experience has taught me that they don't look a certain way, it varies from student to student
Participant 1, line 23	"The face of abuse is a million different faces" (victims don't necessarily look obvious, not all wounds are visible).

Participants described the two most common behavioural manifestations of exposure to trauma and/or abuse; internalizing (withdrawn, avoidant) and externalizing behaviours (aggressive, inattentive, angry) (Substance Abuse and Mental Health Services, 2014).

From an intellectual point of view, the in-service and pre-service teachers discussed the characteristics of exposure to abuse and/or maltreatment well. This knowledge base may be attributed to the extensive training that teachers must accomplish during their undergraduate and certification periods. Throughout the Bachelor of Education experience and subsequent certification period (consecutive or concurrent streams) future teachers are trained to spot the variability in student development and performance. The grooming of future teachers can be similar to that of training quality control specialists in a factory. Their job (both as a quality control specialist and future teacher) is to ensure all products/students meet specific criteria for a

prescribed set of standards. From a quality control perspective, teachers can look at the product (student) and know when it needs to be molded (IEP) in order to eventually fit into the box at the end of the line. They also recognize that victims do not always look like victims, and that abuse and maltreatment is possible across income levels, races, ethnicities, and experiences.

Despite the intellectual connection between understanding how exposure to trauma/abuse contributes to disruptive/concerning behaviours in the school setting, participants shared strong positive and negative feelings toward this population. Responses to how teachers felt about working with students who had experienced abuse/maltreatment is represented in the next theme.

Theme #2: Quality Control Specialists are also Humans

Participants described several internal and external influences contributing to their own feelings of helplessness, frustration, stress, anxiety, and sadness. Responses in Table 2 show a pattern of pressure on teachers coming from internal forces (feelings of inadequacy, helplessness, powerless) and external factors (no reliable/accurate explanation for behaviour/issues in the classroom, fear for their own safety due to lack of in-class supports, perpetuation of exposure to abuse/maltreatment due to child welfare decisions/services).

Table 2

Examples of Source Data for Them 2 – Internal Factors

Source Document	Quote
Participant 17, line 18	"I felt as though I let the student down by not helping them make progress"
Participant 11, line 32	"[working with students who have experienced abuse/maltreatment] I felt very powerless"

Source Document	Quote
Participant 10, line 13	"seeing him not really learn what I was teaching didn't feel the best because I was like 'oh maybe I'm not doing something right' so it would make me feel frustrated"
Participant 8, line 16	"I also feel frustrated with myself maybe a little mad at not understanding [what the student needed to be stable in the classroom]"
Participant 11, line 34	"no matter what I reported it didn't matter she just went back home a few days later"
Participant 9, line 13	"it's hard when I don't really have control over them"
Participant 9, line 54	"When teachers don't know the backstory of explanation behind behavior, they kind of give up, they feel discouraged"
Participant 17, line 20	"with class sizes the way they are I felt as though I didn't know how exactly to help them or that I didn't have the time to help them"
Participant 6, line 34	"[when there isn't enough in-class supports] you can feel overwhelmed sometimes even afraid. Like when a kid is being aggressive you can get afraid"
Participant 6, line 57	"you also don't want to admit to defeat so you don't want to admit that you need help and you can't take care of everybody and meet everybody's needs because then you're like Oh! I'm not good at my job. And you feel like you're failing"

The internal and external factors reported by participants indicated that teachers hold themselves to a high standard and responsibility for student success. They internalize the student's shortcomings and have strong negative feelings when students are not successful. As a quality control specialist this would be reflective of the nature of the work they would be responsible for in a factory. The quality control specialist is not simply another worker on the assembly line, they are responsible for ensuring the products are of the highest caliber and quality. Their job is to make sure all the products meet the exact set of standards set out by the manufacturer, and in the case of the teacher, set out by the curriculum and Ministry of Education. Teachers are evaluated based on how well they can make the products look the way they are "supposed" to look based on the standardization of learning.

Beyond the role of quality control specialist though lies the human side of the work that teachers reported. Participants regularly reflected on students they worked with in the past and present with strong feelings of sadness, care, and concern. Examples of the human connection between the teacher and the student are provided in Table 3.

Table 3

Examples of Source Data for Them 2 – Human Connection

Source Document	Quote
Participant 8, line 21	"when they [students] are not getting what they need at home that just makes me sad"
Participant 3, line 34	"I find I worry more about them [students exposed to abuse/maltreatment] like if they're leaving school I worry about them when they leave"

Source Document	Quote
Participant 16, line 30	"there is a meme going around saying that teachers lose sleep over other people's kids and its so true"

Feelings of sadness were mostly paired with examples of students not being able to make friends easily, play or interact positively with others (Table 4).

Table 4

Examples of Source Data for Them 2 – Connecting to Peers

Source Document	Quote
Participant 5, line 54	"the other boys wouldn't want to hang out with him because they thought he was weird or annoying and he just wanted to hang out with them"
Participant 6, line 51	"a lot of the time I was like always concerned and worried about him making friends"
Participant 11, line 37	"it took a long time to gain her trust so I felt it was really sad to know that she was a very bright student a very engaged student who wanted to learn but she was also really afraid of a lot"
Participant 4, line 34	"you know that they [students who have experienced abuse/maltreatment] don't get that freedom [to play with other kids] to have fun and play with other kids so its definitely heartwarming for me to see that when they get the opportunity"

Participants were able to articulate the reasons behind why a student might struggle behaviourally but expressed a strong desire for a better outcome for students, which contributed to the third theme identified.

Theme #3: The Quality Control Specialists are having an Existential Crisis

Teachers appeared to be highly conflicted and frustrated with their role as an academic instructor (quality control responsibilities) versus that of an educator facilitating learning and human development.

Trained and molded to be quality control specialists for the corporation (government and school boards), teachers are struggling with their emotions when they see how the current tradition of education impacts students' well-being and development. Feelings such as overwhelmed, exhausted, and frustrated were present across many responses. These strong negative feelings revolved around the seemingly impossible task of responding to student's challenging behaviours in the classroom without adequate information and resources, while simultaneously focusing on ensuring all standards, policies, and procedures are met. Participant responses in Table 6 came from asking teachers "how it felt to teach students exposed to maltreatment in the classroom" as well as from cross coding responses to all questions. Several participants articulated the challenging nature of pushing academic standards on students who do not even possess the skills to function positively with peers (Table 5).

Table 5

Examples of Source Data for Theme 3

Source Document	Quote
Participant 11, line 45	"there is such a fixation on milestones and they had to know this much information and literacy by this date and then in math we

Source Document	Quote
	had to be here and the kids didn't have the social skills in order to succeed in the academic skills"
Participant 6, line 54	"You're being pulled in lots of directions all the time when you're trying to do what's best for a student and its exhausting" (referencing teaching to the curriculum and preparing for EQAO tests while trying to help a student feel safe and connect to others)
Participant 9, line 63	"teachers are always stressed about getting through the curriculum and kids being off target for reading and math, that's usually what they [administrators] care about".
Participant 16, line 35	"Knowing what these kids have been exposed to and then having to Grade that student on a report card and prep them for a standardized test, it's beyond frustrating really and it's disappointing"
Participant 1, line 31	"the challenging part about teaching right now. I can go up to any of the students who are struggling and you know meet you where you are in your learning but then being contradicted by a standardized test that comes in to try to standardize all the good stuff that's happening"

When the specifications prescribed for the product (standardized expectations of what students and student success should be) are inherently flawed from a philosophical and social justice perspective, teachers will continue to be frustrated in the application of the standards knowing they are oppressive or inappropriate for a child's well-being.

Theme #4: Add Counsellor to the Resume

There was also a high degree of conflict present in the dataset between the teacher's perceived role of academic instructor and their competing perceived roles of social worker, parent, nurse, friend, and counsellor. The conflict between being a quality control specialist and meeting all of the students needs was prevalent among participants as show in Table 6.

Table 6

Examples of Source Data for Theme 4

Source Document	Quote
Participant 6, line 13	"have to expend more of our time and resources on them [students exposed to abuse/maltreatment] and that sometimes can be draining for a teacher"
Participant 15, line 23	"a student has attendance issues (for whatever reason) but he is showing up late to my class 3 times a week. I don't send him down for a detention. I celebrate that he is there and greet him with a genuine conversation to let him know I'm happy he's there.
Participant 9, line 61	"Really teachers are supposed to be educating you're not supposed to be parenting or providing social services like schools have become like the only way we help kids like all of those all of those things happen through schools. But educators don't have the time or the training to do all those pieces"
Participant 17, line 61	"Sometimes we have a plan of what we could do, but with our teaching responsibilities, it feels impossible"

Although teachers from this sample understand that their role as an educator is to ensure students are learning the necessary academic skills to be successful in the world, they are clearly struggling with the way in which these skills are prescribed. The corporation mentality of ensuring all students meet certain objectives by a certain age seems to supersede the best interests of children (particularly when children have complex needs resulting from exposure to abuse and/or maltreatment). Trying to uphold standards as a quality control specialist when you are connected and invested to seeing students be successful humans seems to be causing some existential confusion for this population of teachers. Luckily, this sample of teachers had many recommendations for ways in which the educational experience for this population could be improved.

Theme #5: We have a Memo for the Corporation: 60 Years in the Modern Era is Enough!

School will always be a constant for society. Learning will always be progressive in nature as children develop and age. Schools and learning are two key sustainable attributes of education and they can take many forms depending on the tradition of education that is embraced and valued by society. Participants articulated strong recommendations and insights as to why the products/students and boxes/standards we are producing through our existing system are creating conditions of oppression and stress for teachers and students alike. Participants articulated a need for change at every level of the educational system (political level, professional level, and student level) for students exposed to abuse and/or maltreatment, as well as for students in general.

At the political layer there were several recommendations for changes to the elementary curriculum that may help reduce the stigma of living with extended family or a foster family. Participants felt strongly that the existing curriculum needed more attention to building life skills

such as emotional regulation, social skills, and interpersonal skills, as opposed to the current

dominating topics; Math and Literacy. Participant responses to the question regarding "what

could be done differently within the educational system to enhance the educational experiences

of students exposed to abuse and/or maltreatment" as well as cross coded responses from the

entire dataset suitable to this theme are provided in Table 7, 8 and 9.

Table 7

Examples of Source Data for Theme 5 – Political Layer

Source Document	Quote
Participant 1, line 56	"get rid of the stigma"
Participant 3, line 55	" I don't blame teachers for not doing more, we literally have to teach the curriculum and that's [social skills and emotion regulation] not in the curriculum" (9:71), "I think adding that to the curriculum or even just having a day to talk about [being removed from parental care] would take the stigma away and really benefit not only kids here but I think in a lot of places"
Participant 5, line 63	"more needs to be done by educators to help socialize them [students exposed to abuse/maltreatment] into groups with other children and also teach them like social intelligence and…. Navigate social issues"
Participant 16, line 37	"[we need] a new [curriculum] document about building those relationships and building the bridges between the different environments for the student [education and child welfare, education and foster care]"

Source Document	Quote
Participant 11, line 44	"I would focus way more on social skills, on trust building, on teamwork more than curriculum skills"

From a professional development layer, teachers strongly believe that more training is necessary to understand student behaviour and accompanying educational, social, and relational needs.

Table 8

Examples of Source Data for Theme 5 – Professional Development Layer

Source Document	Quote
Participant 5, line 75	"I almost feel like there needs to be a little more training for educators on how to work with children who are quote unquote not your stereotypical student"
Participant 10, line 40	"maybe if everyone had proper training there would be stuff that we [teachers] could do to help more"
Participant 9, line 59	"their [teachers] heart is in the right place. They just literally don't know how. We [teachers] can't just send them to someone else to deal with, I think we should deal with it but we are people that aren't trained"
Participant 15, line 78	"we need more actual training on how teachers can be more helpful not just window washers in the kids lives"
Participant 17, line 55	"additional training for teachers on how to make it all work" [for both the student and the teacher]

Lastly, participants felt that students who are struggling due to exposure to abuse and/or maltreatment need more of everything! From an individual and student specific level, participants highlighted some major needs for this population from their educational experience that extends well beyond simply literacy and numeracy skills in order to be successful long-term in their development. Table 9 highlights the needs articulated by the participants.

Table 9

Examples of Source Data used for Theme 5 – Student Level

Source Document	Quote
Participant 10, line 37	"I honestly think if I know it's hard because teachers have so many students but if they could make that time to do one on one teaching with the students I think that would help them out so much."
Participant 4, line 44	"I know for myself growing up having that one on one time just helped so much"
Participant 5, line 64	"I think that you have to take more of an active role with them [students exposed to abuse/maltreatment] and I don't see that happening like that and its sad really… I think a lot of people write off children as lost cases because of their home life"
Participant 6, 39	"They are looking for more attachments because they don't get that attachment at home"
Participant 6, line 67	"Give them more time to create situations in which they are learning social behaviors and ways to integrate themselves without

Source Document	Quote
	causing issues for themselves like aggression and things like that, just having more adults available."
Participant 3, line 50	"Because teachers have so many students in their class they can't always touch base with every single day. If you have let's say 20 students on a good day in your classroom and you want to spend at least 15-20 minutes talking to each student well that's unrealistic even from a time perspective to do that in one day."
Participant 8, line 49	"I find the main struggle is that with any kid that's taking behavior issues from their experiences is how do you take what you're doing at school and teach them that its not just for at school. How do you teach them that the strategies and redirection is for outside in the real world or at home especially if home isn't keeping up with their part of things"
Participant 17, line 23	"more involvement with outside agencies would benefit the students but the parents have to be on board as well (or the student himself/herself if he/she is 18 or older) as well as more support available within the school"

In reviewing the response from participants regarding what students exposed to abuse and/or maltreatment need from their educational experience, what stood out from their answers was what was not articulated. Participants clearly expressed that the psychological safety (trust with teachers, trust with peers) and social development is what this population needs first and foremost. Even when discussing one on one time as a recommendation for improvements to

education for this population, participants clearly expressed the positive impact this would have on the student's social development. None of the participants expressed a need for more academic development, recognizing that despite academic success being a priority for the corporation, it should not be the driving priority for students who are struggling with basic development skills that have been compromised from early life experiences.

Discussion

The purpose of this study was to better understand teacher attitudes toward students who have experienced abuse/maltreatment and what barriers participants felt might exist that impact a positive teacher/student relationship. Knowing that positive adult relationships and academic success are two key factors in promoting resilience among children and youth exposed to adverse childhood events such as abuse and/or maltreatment (Khambati et al., 2018; Rak & Patterson, 1996), the results of this study aimed at first, understanding the nature of teacher attitudes and second, provide a foundation for future research that could investigate resilience through relationships for this population on a broader level and where we could make changes for improvements.

Participant interview data provided a rich description of a caregiver style relationship between teachers and students who have experienced abuse/maltreatment that is fraught with stress, frustration, sadness, and helplessness. The strong negative emotions from participants could be attributed to the existing modern era expectations for education. The contributions of this study are two-fold and extend to many cross-sectional areas of research and policy including education, psychology, child welfare, sociology, and health. First, the findings from this research contributes original empirical evidence specific to Ontario, Canada, regarding pre-service and in-service teacher attitudes, feelings, and perceptions toward students who have experienced abuse

and/or maltreatment. In addition, this study also provides evidence that describes the emotional impact teaching to this population has on teachers who are teaching within a mainstream classroom. Second, the results provide meaningful and detailed evidence for policy, training, and curriculum recommendations which could enhance the way in which students who have been exposed to abuse and/or maltreatment experience successful academic and interpersonal relationships within the school environment.

Teacher Attitudes Toward Students with Child Abuse and/or Maltreatment Histories

All of the themes articulated in this study speak to a shared desire evident through all interviews; teachers genuinely care about their students. Teacher attitudes toward students who have experienced child abuse and/or maltreatment were identified as generally positive toward the student themselves and highly negative toward the larger systems that create conditions of stress, anxiety, and helplessness for the teachers. Negative teacher attitudes regarding organizational pressures have been previously identified through research that examined the link between negative teacher attitudes toward organizational aspects of education and teacher morale/job satisfaction (Eartman & Lamasters, 2009; Jones & Yongs, 2012).

Teacher frustration, anger, stress, and helplessness were the strongest emotions shared from the themes identified however, these strong negative emotions were focused primarily on external factors and less so on the students themselves. Although teachers expressed frustration with managing highly aggressive and dysregulated student behaviour, these negative feelings were exacerbated by reports of a lack of educational staff supports within the classroom for teachers and a lack of training on strategies to effectively manage challenging behaviors within a mainstream classroom. Repeatedly teachers described feeling positively connected to students

with child maltreatment histories and expressed a high degree of care and concern for the well-being, academic success, and long-term development.

The results suggest that positive teacher/student relationships could be likely when teachers feel knowledgeable about the student's experiences, empowered to manage complex behavioral needs within the classroom, and when they are able to spend the time and energy on working with students through non-academic learning and not just teaching to the curriculum. The attitudes teachers project toward this population could appear negative in nature as teachers describe feeling stressed when managing the complex needs of students involved with child welfare services, but when these attitudes are unpacked and further discussed with teachers it becomes evident that the source of stress comes from a lack of self-efficacy, knowledge/training, and conflicting administrative demands.

Teacher attitudes appear to be shaped by the modern demands of the current education system. In a value for money economic model of education cost savings are a pressure for the company. Less staff means less salaries impacting the bottom line which has resulted in less staffing resources available in classrooms. In 2019 the Conservative government announced an increase to the cap on class sizes in Ontario in an attempt to find financial cost savings and reduce the overall provincial debt (Draaisma 2019, CBC News). This industrial approach to education serves only the interests of the company and is short sighted. With an increase in funding to reduce class sizes teachers could spend more one on one time with students and have the availability to foster positive, consistent, and meaningful relationships with all students.

As suggested by the research already presented herein, an increase in positive relationships with teachers would promote higher levels of resilience and increased levels of student engagement and academic performance. Ultimately, investing more into education would

create more sustainable life-long learning for students which would directly benefit the economy long-term.

Fostering Resilience: The Barriers to a Positive Teacher/Student Relationship

The key factors creating barriers for teachers and students to develop meaningful, consistent, and positive relationships within the classroom were multi-layered from participant responses. Teachers expressed a strong desire to build positive connections with students but struggled to balance the expectations that accompany standardized curricula, testing, and assessment (Theme 3 and 4). The challenges expressed by teachers in this sample are representative of several of the pitfalls to modernist education described by Slattery (1995); "contemporary education is too often characterized by violence, bureaucratic gridlock, curricular stagnation, depersonalized evaluation, political conflict, economic crisis, decaying infrastructure, emotional fatigue, demoralization of personnel and hopelessness" (p.19). The very tradition of education that our government, and society, is endorsing could be contributing to the barriers identified among teachers in creating positive relationships with these students.

Teachers further expressed a lack of opportunity to work on underdeveloped skills (social skills, emotion regulation) with students within a standardized curriculum design, despite these skills posing as major barriers to student functioning within the classroom (Theme 4). Current curriculum documents released by the Ministry of Education in 2019 explicitly outline sections related to social-emotional skill development. The goals and learning described in the documents are exactly the gaps in curriculum that have been identified from the responses in this study. Examples of the skills outlined for development include; identify and manage emotions, recognize stress and cope with challenges, build relationships and communicate effectively, develop self awareness and self-confidence, and think critically and creatively. As encouraging

as the new curriculum documents are, it is unclear how teachers will implement the teaching required to build these skills and it does not take into account the amount of time it would take to foster and enhance these skills for children and youth. These curriculum expectations are not like learning Math and Literacy, these skills require hands-on support, debriefing with students after challenging interactions or periods of the day, and consistently available adults to role model these skills. Simply increasing the curriculum demands on teachers does not adequately address the needs of students, it only adds more stress for educators. The competing demands for teacher's time and energy were overwhelming according to the results of Themes 2 and 3. Coupled with a clear need for additional training and supports for help in managing complex behavioural needs of children exposed to abuse/maltreatment (Theme 5), this could create a likelihood of possible teacher burnout and strained teacher/student relationships (Brackenreed, 2008; Theme 2).

Building resilience for students through the teacher/student relationship would be unlikely with the current environment described by this sample of teachers. None of the participants expressed any degree of optimism regarding the future state of affairs for students exposed to abuse and/or maltreatment and consistently reported a concerning level of stress, anxiety, and fear in their day to day role as an educator. The Ministry of Education's website states that they exist to carry out the following activities; A) Fund and oversee publicly funded elementary and secondary school education, B) Develop and publish curriculum documents and teaching resources for Kindergarten to Grade 12, C) Set provincial standards and guidelines for all assessment, evaluation and reporting for all students who attend public or private schools in Ontario, D) Oversee and set policy for the Education Quality and Accountability Office (EQAO), which administers provincial assessments to help improve student learning in Reading,

Writing and Math, and D) Set requirements for student diplomas and certificates. All of the responsibilities listed on the Ministry's website represent a large majority of the concerns that John Dewey (1859-1952) originally had with modernist education. Dewey's view of modernist education principles included has been summarized by Frankena (1965) to reflect following criticisms:

> it is too concerned with passing on the skills, information, rules and standards for conduct and life. It relies too heavily on listening, memorizing, studying by the student and not enough on interests, free activity and the child as an ally. It left the child to purely passive and reinforced attitudes of docility, receptivity, and obedience, treated the child's school years as a preparation for later life but made this life too different from the rest of his life. It centred on subject matter rather than on the child, and culated to foster certain learning of disciplines in a 'formal' or 'logical' way suitable for adults not in a 'psychological' way which would adapt it to children. (p. 210).

The dangers that accompany a modernist tradition of education is teachers can become preoccupied by this role and potentially feel pressure to ensure students "achieve" and meet all the prescribed learning objectives prescribed by a standardized curriculum. This underlying role of quality control specialist also poses a risk to the teacher's attitude towards their students. When educators are concerned about high test scores and feel pressure to ensure all students are meeting certain prescribed academic expectations, they may inadvertently feel frustrated or pressured by classroom disruptions and any behaviour that impedes the required learning activities that have to take place.

Training! Training! Training!

Although a large majority of the teachers articulated a need for training in order to enhance the educational and developmental outcomes for students exposed to abuse and/or maltreatment, the issue of training becomes complex in itself from a political nature.

Training for teachers is constant year over year, however, professional development (PD) content varies from board to board and is determined by each local board's strategic plan and priorities. There is no consistent training prescribed by the government in the area of managing complex student behavior within the classroom. To add to this lack of consistency and priority, singular PD days do not provide teachers with the conditions to develop the skills they've learned or to debrief and consult with experts regarding specific situations. The lack of knowledge translation from trainings to classroom practice does not provide a meaningful application of the training content. PD days may increase knowledge but they offer little in the way of enhancing real-life skills in the classroom for teachers as supported by Themes 2, 3, and 4. Any recommendations put forward for teacher training would need to be well researched with input from educators about what exactly would support their skills in the classroom. Guskey (2002) and Borko (2004) both provide evidence to support that passive, single day professional development trainings are insufficient for creating behavioural change for educators. Theme 1 suggests that training offered to teachers regarding the characteristics to look for among students who they suspect may have suffered abuse and/or maltreatment has been well absorbed and understood by educators however, they continue to require assistance to translate new skills into practice in the classroom that extend beyond singular PD opportunities.

Based on the responses gathered within this study it would appear that there is little in the way of existing educational supports for teachers to utilize for in-class training and debriefing for

students demonstrating complex behavioural needs such as aggression, emotional dysregulation, and/or interpersonal difficulties. Investing in clinical oversight and in-school debriefing for tough cases would create more empowering conditions for learning and applying new skills, particularly resources that are trauma-informed. Although schools have access to resource and special education teachers, there are no dedicated personnel to work with one on one with educators in the classroom when situations arise that require clinical oversight or support. Most in-school supports are dedicated primarily to work with students, not necessarily teachers.

The findings from this study are also echoed in the annual report conducted by People for Education (2018). People for Education is an independent, non-partisan, charitable organization working to support and advance public education through research, policy, and public engagement in Ontario. The annual report included responses to their annual survey from 1,244 principals and vice-principals across Ontario's 72 school boards. The first recommendation from the 2018 report relates to student mental health and social/emotional well-being and is reflective of the major themes identified in this study.

> Students' mental health is a clear area of concern for schools. Principals note limited access to guidance counsellors, educational assistants, psychologists, and other mental health professionals, and express concern about their capacity to address growing mental health needs among students. While the newly revised health curriculum and Ontario's Wellbeing Strategy are valuable resources to support students' mental health, long-term change will require recognizing the benefits of mental health promotion, integrating social-emotional and health competencies across the curriculum, and providing adequate resources and capacity-building for staff to support both themselves and their students. (People for Education (2018), pp.1).

Although not included in the sample used for this study, the voice of administrators across Ontario appear to collectively support the changes to the curriculum and training proposed by participants in this sample.

Limitations

There are three potential limitations to the research presented herein. The first limitation relates to recruitment challenges experienced by the researcher. The recruitment notices for the study reached over 40,000 people through social media, SONA, and by e-mail yet only resulted in 14 participants. Despite wide reach across social media groups and through personal and professional connections, teachers, both in-service and pre-service, were hesitant to participate in the study. Through feedback from teacher participants it was disclosed that teachers were apprehensive about participating because the recruitment notice mentioned child welfare and they were afraid of what might be asked during the interview and did not want to be "caught off guard" with difficult questions. This limitation speaks to the stigma associated with child welfare services even at the teacher level and the mystery and fear that surrounds child protection services.

The second limitation relates to the first, in that participants were hesitant to use emotion language to describe how they felt about the population of students under investigation. The majority of participants described challenges in the classroom and with students as being "hard" for them to manage and required continuous prompting to describe in more detail using emotional language what "hard" meant to them. This limitation also reflects the potential feelings of shame or embarrassment participants may have felt in disclosing how they felt to a person they just met for the first time.

The final limitation relates to the sample that came forward to participate. The majority of the sample in this study were holding either Limited Term Appointments (long-term replacements for temporary personnel vacancies) or working as a supply teacher. The sample had some teachers with their own grade and classroom, however they were the minority.

Strengths

The study also had several strengths that contribute to making the results more robust in nature. To begin, the demographics of the sample were well varied geographically and experientially. This strength enhances the results by ensuring not all of the experiences and perspectives related to a single board or connected group of teachers. Next, the interpersonal skills of the researcher allowed the dialogue to delve deeper into the meaning of vague language used by participants. Through creating good rapport and making participants feel at ease quickly the researcher was able to ensure participants could share vulnerable experiences safely and without judgment. Lastly, continuous self-reflection by the researcher during the interviews, and through to the coding and results, promoted trustworthiness of the research process and final document.

Future Contributions

There is a plethora of opportunities that future research could take from the results of this study, however one in particular remains at the forefront for the purpose of this study given the pragmatic worldview. In order to measure teacher attitudes across the cognitive, behavioural, and affective domains of attitude construction, any measure or discussion regarding attitudes toward students who have experienced abuse and/or maltreatment must also account for the contributing factors which may be influencing the nature and type of attitude teachers hold. Simply asking how teachers think, feel, and perceive these students in the absence of contextualizing or

accounting for competing stressors/pressures which may be influencing the attitude one holds, would be highly irresponsible for the teacher population. According to Ferguson and Bargh (2007) attitudes are highly dependent on numerous contextual factors including mood, current goals, and attitude-relevant contexts and that attitudes "should be understood as evaluations of object-centered-contexts, rather than objects in isolation" (p. 243).

The contextual factors described by participants in this study were highly visceral and elicited negatively charged emotional language such as fear, anxiety, stress, and frustration. The negative emotion reflected a number of competing pressures for teachers including work and administrative pressures, internalized professional pressures, and competing student pressures. Teachers from this study were stretched extremely thin in their description of experiences and investigating attitudes from a larger scale would require a sophisticated statistical method for explaining the variance among attitudes using variables that could provide context to any variation that might exist in the data/results. In particular, these contextual factors would include measures for teacher's personal and professional stress, teacher's perceived self-efficacy/confidence, and teacher's connectedness to all types of students.

The results of this study demonstrated that teachers from this sample think, feel, and perceive students exposed to abuse and/or maltreatment quite positively however, they describe their relationship with these students as quite strained given the conflicting factors listed above. Measuring how teachers think, feel, and perceive their relationship toward this population of students in conjunction with their overall attitude working as an educator under the Ministry of Education would likely provide a more meaningful understanding of how we can create the conditions necessary to increase the amount of and duration of positive teacher/student

relationships as a key to fostering resilience among students exposed to abuse and/or maltreatment.

Although publicly funded education is representative of a modern era of education, there are examples of post-modern schools across Canada and the rest of the world. Future research investigating the contextual factors contributing to teacher attitudes would be advised to consider a comparison of attitudes and relationships with students from teachers working in publicly funded vs privately funded schools. A comparison of the two models of education may provide insights into what specific external/political influences contribute to attitude differences among the two populations, if any, as well as impact these differences might have on student's well-being and development.

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Chapter 4: General Discussion

"When a flower doesn't bloom, you fix the environment in which the flower grows, not the flower." Alexander Den Heijer (2015, p. 29)

As technology advances, so does science. Advances in brain-imaging science in particular, has demonstrated the physical changes to brain structure and function that can occur as a result of exposure to child maltreatment experiences (Lim et al., 2016; Nemeroff, 2016). Considering how victimization experiences can result in changes to the brain, the lifelong consequences that victims experience put them at a higher risk of developing psychiatric disorders, criminal behaviour, school adjustment issues, academic difficulties, and interpersonal challenges. The extent to which subsequent neuropsychological risk that results from exposure to child maltreatment can be mitigated through external factors remains unclear, however, there is evidence linking positive teacher-student relationships to improved educational and social outcomes long-term among victim populations (Decker et al., 2007; Muller, 2001). Identifying how teachers think and feel about child maltreatment victims is crucial to building opportunities for resilience through the teacher/student relationship. Relationships are built through behavioural interactions and these interactions can be positive and negative depending on the attitudes each person holds regarding the other party the relationship.

The purpose of Study 1 was to determine if a pre-existing, valid, and reliable measure for teacher attitudes could be used to understand how teachers feel about students in their classroom who have experienced child maltreatment and/or abuse. The purpose of Study 2 was to provide more in-depth detail regarding teacher attitudes toward child maltreatment victims in order to add context or additional information to the measure reviewed in Study 1.

Understanding the Current State of Teacher Attitudes Toward Victims of Abuse and/or Maltreatment

As a pragmatist, my goal as a researcher is to find actionable solutions to real-world problems. The educational experiences and trajectories for victims of abuse and/or maltreatment continues to be a significant problem in Canada, given that only 41% of Canadian students in foster care graduate high school compared to an 84% graduation rate among same age peers not in care (Ontario Association of Children's Aid Societies, 2011). Knowing that positive teacher relationships could provide key opportunities for students to build resilience in the face of adversity, both Study 1 and Study 2 attempted to provide insight into the thoughts, feelings, and emotions that teachers hold toward victims of child maltreatment though an examination of teacher attitudes.

Study 1 used a quantitative approach to try and adapt an existing measure of teacher attitudes for use with the child maltreatment population. An Exploratory Factor Analysis of the MATIES-R uncovered statistical weaknesses that rendered the tool unreliable to use with a wider population of participants. The analyses presented data to suggest that attitudes toward child maltreatment victims may require a more in-depth understanding not previously investigated among existing measures for teacher attitudes. From a validity perspective, the statistical results of Study 1 could have been used to continue exploring teacher attitudes to a certain degree however, the multiple factor loadings across the proposed three-factor solution strained the reliability of the results. The results suggested there may be other factors influencing the attitudes toward child maltreatment victims and we did not feel it was practical to use the instrument for future large-scale research projects knowing that another factor was unaccounted for and possibly contributing to the variance in attitude scores. Based on the results of Study 1 a

more in-depth exploration was warranted to determine what other factors were important when understanding how teachers think, feel, and perceive victims of child maltreatment.

A qualitative approach to examining teacher attitudes and subsequent teacher-student relationships was essential to fully understand how teacher thinks, feel, and perceive students with victimization histories. Study 2 used one on one interviews with teachers to discuss their thoughts, feelings, and emotions toward students who they believed had victimization histories. Using thematic analysis, the results of Study 2 demonstrated overall positive attitudes toward child maltreatment victims and it also revealed several external factors that seem to be negatively impacting teacher attitudes and their relationships with these students. The strong negative emotions and feelings articulated by teachers related to organizational and curricular pressures, external system related stressors (i.e., high class sizes, standardized testing expectations), and professional struggles (i.e., negative peer perceptions, fear of failure/inadequacy). The results from Study 2 revealed significant covarying external factors that could be impacting variances in teacher attitudes toward child maltreatment victims.

Resilience Through Relationships

Resilience among at-risk youth is not a new concept or field of study. In fact, researchers have connected positive relationships with teachers as a factor for resilience (Decker et al., 2007; Muller, 2001; Richardson et al., 2004). Conceptualizing a resilience-based relational approach to enhancing the psychosocial educational outcomes of child abuse victims within education however, is a new approach.

Research into the school and community factors associated with resilience could help inform and enhance public policy. Smith et al. (2013) used data from the Rochester Youth Development Study (RYDS) to investigate the pathways from maltreatment to behaviourally

resilient outcomes through the use of positive educational variables as protective factors. The RYDS is a longitudinal study of the causes and correlates of delinquency and drug use among 1,000 adolescents from Rochester New York which started in 1988. The sample was originally between the ages of 14-18 and was followed up at ages 21 to 23 with 72% of the sample being male. The researchers compared participants with a history of maltreatment against a control group of participants who never reported any history of child maltreatment. Positive school measures were from the self-reports of participants during follow-up interviews. The positive school variables included eight individual items (e.g., attachment to teacher, positive school aspirations, self-reported grades, positive school commitment, positive school attendance) collated into a single School Protective Index (SPI). Cases of maltreatment were substantiated through data from Rochester's child protection services. Bivariate OLS regression results indicated that all variables included in the SPI were associated with reduced criminal and violent behaviour in early adulthood. Educational aspirations, college expectations, attachment to teacher, school commitment, school GPA, and consistent attendance were significantly negatively related to all types of crime (i.e., general crime, violent crime, arrest, and partner violence). Educators can provide an ideal environment for creating conditions/experiences of resilience.

One of the keys to creating resilience for students is positive, nurturing, consistent relationships. Although the link between relationships and resilience is well documented (Decker et al., 2007; Muller, 2001; Richardson et al., 2004), little has been done within public education to prioritize this area of intervention. Urie Bronfenbrenner (1979) highlighted the importance of systems and people in his Ecological Systems Theory. Brofenbrenner's theory puts emphasis on external immediate environments and relationships (such as schools and teachers) as key

influences in child development. Positive relational experiences create a counter narrative within the brain that reinforces messages of a positive internal working model and worldview.

Study 2 identified several barriers to developing and maintaining positive attitudes toward victims of maltreatment such as organizational barriers (i.e., stress, competing organizational expectations and pressures), personal/internal barriers (i.e., feeling overwhelmed, frustrated), and professional barriers (i.e, lack of training and knowledge for challenging behaviours). Based on the conversations with participants in Study 2, the likelihood of promoting resilience through positive teacher/student interactions and subsequent relationships appears rather bleak, at least until government, and subsequently policy, can prioritize the relational needs of students with equal value to their academic achievement.

There is however, promising pedagogical approaches that teachers can utilize which offer opportunities for more socialized learning opportunities for students. One such example is the principle of Universal Design Learning (UDL). The origins of UDL can be traced back to the civil rights movement where special education legislation prioritized the rights of all students to be free and entitled to public education in the least restrictive environments (Hitchcock et al., 2005). Universal Design for learning includes a flexible teaching approach that adapts the environment to the student's unique learning style. This approach to teaching emphasizes offering students various mechanisms for expressing the 3 core principles of UDL which offer multiple means of representation, action and expression, and engagement (Ralabate, 2011).

Approaches such as UDL provide a framework for post-modern learning environments, however, concepts and approaches such as these are not "mandatory" or explicitly prescribed in any government documentation for educators. Policies that prioritize the social/emotional development of children over and above standardized academic achievement scores on

provincial tests, approaches, could create more opportunities for students to develop resilience through emotion regulation skill building and/or devoted time and effort to develop positive relationship patterns through learning. Currently, the educational expectations are largely focused on academic learning and prescribed ways of knowing and demonstrating knowledge, which leaves opportunities to develop social/emotional skills secondary or tertiary in terms of child development priorities within the school environment. The neuroscience behind prioritizing relational needs is clear, the research is clear (resilience is needed for maltreated and non-maltreated populations!), so what's next?

Together, Study 1 and Study 2 provide a strong foundation for measuring and discussing the quality of the teacher-student relationship while also considering the confounding effects of organizational, political, and professional stress on teacher attitudes. The program of research started herein, will allow future research to more accurately investigate teacher attitudes and subsequently, the teacher-student relationship. Investigating and measuring teacher attitudes and relationships would provide insight into whether or not programs or initiatives aimed at building resilience through relationships for victims of abuse and/or maltreatment have any effect on increasing rates of resilience among students. Sophisticated, reliable, and valid measurement tools will allow future research projects to more accurately understand and monitor teacher/student relationship characteristics in conjunction with competing factors that may be either interfering with the relationship or enhancing the relationship. Fully understanding and measuring the quality of this particular relationship within the student's ecological world could provide a key agent for change and for improving the rates and likelihood of resilience among victims of child maltreatment. Enhancing resilience has economic, individual, and societal benefits both in the short-term and long-term for our population.

Moving Away from the Status Quo

Why change anything? Despite the overwhelming moral responsibility to continue to try everything within our power to enhance the quality of life for victims of abuse and/or maltreatment there are other very practical reasons for undertaking such research. The economic benefits alone to increasing resilience would appeal to any tax payer or government official.

Fang et al. (2012) studied the economic impact of child maltreatment in the US using an incidence -based economic model from data gathered in 2010. The incidence-based approach provides estimates of the long-term socioeconomic costs per victim of child maltreatment exposure. Only major costs were included in the projections, namely costs associated with physical and mental health, productivity losses, child welfare services, criminal justice proceedings, and special education services. On average, $210,012 is the lifetime cost to the service sector and government for a child exposed to maltreatment in the United States. In 2018, Ontario child welfare services completed 148,536 investigations for child maltreatment, 37,922 were substantiated cases of child maltreatment (Fallon, 2019). The long-term economic costs for this sample in Ontario using the average presented by Fang et al., (2012) would be over 7 trillion dollars ($7,964,075,064) over the next 18 years. There is an opportunity to look at promoting interventions and programs targeting the development of resilience within the school setting as a means to save money and improve the health outcomes of our citizens. Theoretically, if you know as a government that you will be required to spend 7 trillion dollars over the next 18 years if you change nothing, you could isolate those costs into measurable time points (i.e., five-year phases) and began introducing interventions aimed at building resilience through positive teacher attitudes and relational interactions with students, increased academic success, and social/emotional skill building. Predictable measures of success would allow you to monitor the

direct effect the spending would have on the outcomes of the interventions against the predicted costs you would have spent anyway by doing nothing.

There is evidence that the teacher-student relationship can influence/mitigate the effects of exposure to maltreatment and the negative long-term consequences. Forster et al., (2017) reviewed the moderating effect of the teacher-student relationship on the use of non-prescription medication among high school youth ($N = 104,332$) in Minnesota. The researchers investigated the prevalence of using non-prescription medication against the number of Adverse Childhood Experiences (ACE's) from each student in Grade 8 to 11, using the teacher-student relationship as a moderator for non-prescription drug use. The sample was divided into two groups, those not reporting the use of non-prescription drug use and those who did report using ($N = 2,921$) with gender equally represented in both groups. The results showed that 30% of the youth who reported using non-prescription medication reported three or more ACE's in their lifetime, compared to an overall 6% prevalence of ACE's for the non-using sample. Higher quality teacher-student relationships (as measured from the perspective of the student) moderated the frequency of non-prescription drug use by 45% among youth with 6 ACE's or more. Indicating that the students with the largest victimization histories benefit the most from positive teacher-student relationships when engaging in illegal non-prescription drug behaviours. This evidence further supports the crucial role that teachers play in moderating the negative effects of exposure to abuse and/or maltreatment.

The financial motives and encouraging research findings should provide enough support to consider this area of research valuable, meaningful, and realistic. The lives of victims exposed to trauma beyond their control and at the hands of those entrusted with their safety, can, and should be better, particularly when it comes to PUBLIC education that is government funded.

Next Steps

The next steps from this journey involve building a larger program of research based on the findings included herein. The findings from Study 1 and Study 2 together, provide an opportunity to create a reliable, accurate, and meaningful measurement for the teacher attitudes while including control/mediators for external factors as contributors to fluctuations in attitudes and subsequently the quality of relationships. A standardized tool to measure teacher attitudes and relationships will be a valuable instrument in 1) fully understanding the current nature of teacher attitudes toward victims of child maltreatment and 2) measuring any future interventions aimed at changing teacher attitudes as a means for developing positive teacher/student relationships. With a standardized measure in place, researchers could explore variation in attitudes and relationships across multiple types of educational systems nationally and internationally, across teacher characteristics (i.e., years of experience, degree variations, personality characteristics) the influence of participation in professional development opportunities, as well as any variation in teacher attitudes depending on the type of pedagogy used by teachers in the classroom. Measuring teacher attitudes while considering possible confounding factors could help inform how future policies aimed at building resilience could take shape and what teacher populations should be targeted for programs and interventions or what existing practices/approaches are contributing to positive attitudes. Current educational supports aim at "fixing" the student's problem or behaviour in the classroom by promoting behavioural management programs and strategies when what we should be considering is how best to fix the environment and relationships the student experiences, interventions should not be isolated to the student.

Teachers also have a professional responsibility to participate in creating more favourable conditions for helping students develop resilience. Although not formerly prescribed by the Provincial government, there are some teachers who participate in communities of practice to keep up to date on the latest research and pedagogical approaches that provide the greatest benefit to students. When exploring teacher attitudes, it would be crucial to cross reference attitude scores with the various aspects of owning and enhancing teacher's professional development opportunities. Comparing attitudes between teachers who participate in what is required/essential PD and those who engage in other communities of learning and practice, could shed light on what types of training are most beneficial for creating optimal conditions for students to build resilience.

Reflecting back on Bronfenbrenner's ecological theory of human development, resilience through relationships can happen at school with the people that are a part of the child's immediate environment and consistent relationships. Educators represent key developmental components in a child's lifespan, however, the systems that extend beyond the child's immediate (micro) environment such as the macro and chrono systems also interact with educators to influence human development. We are seeing these larger factors at play with the recent changes to education brought about by the Covid-19 global pandemic. The pandemic has shifted educational priorities, curriculum and classroom design, as well as isolated many students away from the supportive relationships they formed with teachers at school.

A shift toward post-modern education is coming, although slow, the movement is real. Ministries of Education are promoting social/emotional skill building into the Provincial curriculum, however, the progress is slow and a coordinated research or evaluation strategy to monitor the success of these efforts is lacking. Measuring attitudes in the context of policy

influences and organizational stress could shed light on what really suffers as a result of standardized curriculum, standardized testing, and behaviourally focused interventions and programs. We know the risks of keeping things status quo, it comes with a seven trillion-dollar price tag (Fang et al., 2012), what better way to curb our provincial debt than by investing in a coordinated provincial effort to promote the development of resilience through teacher/student relationships within education. This strategy would represent a clear value statement that the developmental needs of individuals come first, followed second by the academic products the government expects. Strategies that prioritize individual well-being will pay off now, and in the long-term, particularly for victims of child maltreatment.

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Appendix A: Participant Recruitment Letter

Dear Participant,

You are invited to participate in a research study that is part of a doctoral thesis being conducted by a graduate student researcher and her supervisory committee through Nipissing University's Schulich School of Education. The purpose of the study is to explore teacher attitudes toward working with children who are involved with the Children's Aid Society or who are suspected to have suffered child maltreatment. The following URL link will direct you to a short (18 question) survey regarding your sentiments and beliefs toward children who have been abused and/or maltreated and a short (13 question) demographic form that gathers background teaching information. Both surveys take approximately 5 minutes to complete and you are not required to supply any identifying information on any questionnaire.

Survey Link: █████████████████████████

Should you agree to participate, all responses will be kept confidential and anonymous with access to data being restricted to the principle researcher only and only non-identifying information will be gathered.

The results from this study may be published at a future time in a journal but there will be no reference to individual characteristics or specific schools. There are no risks to you as a professional if you choose to participate or if you refuse. No person shall pressure you to complete the questionnaire and your participation is completely voluntary, you may withdraw from participating at any time by closing your browser window.

This study hopes to achieve a better understanding of how teachers think, feel, and interact with victims of child maltreatment in the classroom.

Should you have any questions regarding participation in the study or any other issue please contact the principle researcher Erin Truswell through email ████████████████

Thank you in advance for your participation!

Appendix B: Validity Demographic Form

1. Age	
2. Gender Preference	
3. Major/Minor Degree Field	
4. Have you had any experience with creating/evaluating questionnaires? **If yes, please describe:**	

Appendix C: Validity Phase Feedback Form

You have been selected to review a revised version of an instrument for face validity and construct validity. This instrument will be distributed to pre-service and in-service teachers. Considering your own experience and expertise please answer the following questions and reply to the recruitment email you received from the primary researcher with your responses.

Definitions

Child Maltreatment – Refers to a child who has experienced, or is currently experiencing (based on your opinion and/or knowledge about the child's history and current situation) physical, sexual, and/or emotional abuse, neglect, domestic violence, and/or trauma.

Cognitive component of attitudes – refers to a person's belief and/or knowledge about a specific attitude object (students who have experienced child maltreatment). For example: "I believe children exposed to child maltreatment have complex emotional/behavioural issues ".

Affective component of attitudes – refers to a person's feelings and/or emotions about a specific attitude object (children exposed to child maltreatment). For example: "I feel sad when I think about children experiencing child maltreatment".

Behavioural component of attitudes – refers to the way that our attitude influence how we will act or behave when interacting with the attitude object. For example: "I will make sure students who have experienced child maltreatment are well supported by myself and other students in my classroom".

Questionnaire Items

1. Questions 1 through 6 examine the cognitive aspects of teacher attitudes (how they think about inclusive education and child maltreatment victims in the classroom). Please review

each question and indicate your level agreement with each statement, add any comments you feel

are needed to clarify your agreement.

1. I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of cognitive aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
2. I believe that students who have been, or suspected to have been abused and/or maltreated should be taught in special education schools	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of cognitive aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
3. I believe that inclusion facilitates socially appropriate behaviour amongst all students	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of cognitive aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
4. I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	

This item is written in a way that is easy to understand	This item is an important indicator of cognitive aspects of attitudes
Agree Somewhat Agree Disagree Comments:	**Agree Somewhat Agree Disagree** Comments:

5. I believe that students who have been, or suspected to have been abused and/or maltreated should be segregated because it is too expensive to modify the curriculum and environment of the school

This item is written in a way that is easy to understand	This item is an important indicator of cognitive aspects of attitudes
Agree Somewhat Agree Disagree Comments:	**Agree Somewhat Agree Disagree** Comments:

6. I believe that students who have been, or suspected to have been abused and/or maltreated should be in special education schools so that they do not experience rejection in the regular school

This item is written in a way that is easy to understand	This item is an important indicator of cognitive aspects of attitudes
Agree Somewhat Agree Disagree Comments:	**Agree Somewhat Agree Disagree** Comments:

2. Questions 7 through 12 examine the affective aspects of teacher attitudes (how they feel about inclusive education and child maltreatment victims in the classroom). Please review

each question and indicate your level agreement with each statement, add any comments you feel are needed to clarify your agreement.

7. I get frustrated when I have difficulty communicating with students who have been abused and/or maltreated	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
8. I get upset when students who have been, or suspected to have been abused and/or maltreated cannot keep up with the day to day curriculum of my classroom	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
9. I get irritated when I am unable to understand students who have been abused and/or maltreated	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree Somewhat Agree Disagree** Comments:

10. I am uncomfortable including students who have been, or suspected to have been abused/neglected in a regular classroom with other students who have not experienced abuse and/or maltreatment	
This item is written in a way that is easy to understand **Agree**　　**Somewhat Agree**　　**Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree**　　**Somewhat Agree**　　**Disagree** Comments:
11. I am perturbed that students who have been, or suspected to have been abused and/or maltreated are included in the regular classroom regardless of the severity of their victimization history	
This item is written in a way that is easy to understand **Agree**　　**Somewhat Agree**　　**Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree**　　**Somewhat Agree**　　**Disagree** Comments:
12. I get frustrated when I have to adapt the curriculum to meet the individual needs of all students	
This item is written in a way that is easy to understand **Agree**　　**Somewhat Agree**　　**Disagree** Comments:	This item is an important indicator of affective aspects of attitudes **Agree**　　**Somewhat Agree**　　**Disagree** Comments:

3. Questions 13 through 18 examine the behavioural aspects of teacher attitudes (how teachers would behave in the classroom when accommodating students with special needs including child maltreatment victims). Please review each question and indicate your level agreement with each statement, add any comments you feel are needed to clarify your agreement.

13. I am willing to encourage students who have been, or suspected to have been abused and/or maltreated to participate in all social activities in the regular classroom	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of behavioural aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability	
This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of behavioural aspects of attitudes **Agree Somewhat Agree Disagree** Comments:
15. I am willing to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom with the necessary support	

This item is written in a way that is easy to understand	This item is an important indicator of behavioural aspects of attitudes
Agree **Somewhat Agree** **Disagree**	**Agree** **Somewhat Agree** **Disagree**
Comments:	Comments:

16. I am willing to modify the curriculum to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom

This item is written in a way that is easy to understand	This item is an important indicator of behavioural aspects of attitudes
Agree **Somewhat Agree** **Disagree**	**Agree** **Somewhat Agree** **Disagree**
Comments:	Comments:

17. I am willing to adapt my communication techniques to ensure that all students with emotional and behavioural disorder can be successfully included in the regular classroom.

This item is written in a way that is easy to understand	This item is an important indicator of behavioural aspects of attitudes
Agree **Somewhat Agree** **Disagree**	**Agree** **Somewhat Agree** **Disagree**
Comments:	Comments:

18. I am willing to adapt the assessment of individual students in order for inclusive education to take place.

This item is written in a way that is easy to understand **Agree Somewhat Agree Disagree** Comments:	This item is an important indicator of behavioural aspects of attitudes **Agree Somewhat Agree Disagree** Comments:

Appendix D: Results of Validity Feedback Form

Original MATIES Questionnaire Wording	Pre-Service Participants		In-Service Participants		
	Level of Agreement with wording	Agreement Level With the Attitude Construct	Level of Agreement with wording	Agreement Level With the Attitude Construct	Recommended Changes to wording of MATIES based on Validity Study Feedback
Cognitive Attitude Construct					
1. I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.	100%	100%	100%	100%	No recommendations
2. I believe that students who have been, or suspected to have been abused and/or maltreated should be taught in special education schools	100%	100%	60%	80%	I believe that students who have been, or suspected to have been abused and/or maltreated should be taught in special education *programs*.

3. I believe that inclusion facilitates socially appropriate behaviour amongst all students	100%	100%	80%	80%	No recommendations
4. I believe that any student can learn in the regular curriculum of the school if the curriculum is adapted to meet their individual needs.	100%	100%	100%	80%	I believe that any student can learn in the regular *stream* of the school if the curriculum is adapted to meet their individual needs.
5. I believe that students who have been, or suspected to have been abused and/or maltreated should be segregated because it is too expensive to modify the curriculum and environment of the school	100%	100%	80%	60%	No recommendations
6. I believe that students who have been, or suspected to have been abused and/or maltreated should be in special education schools so	100%	100%	80%	60%	No recommendations

that they do not experience rejection in the regular school					
Affective Construct					
7. I get frustrated when I have difficulty communicating with students who have been abused and/or maltreated	100%	100%	80%	60%	No recommendations
8. I get upset when students who have been, or suspected to have been abused and/or maltreated cannot keep up with the day to day curriculum of my classroom	100%	100%	80%	60%	No recommendations
9. I get irritated when I am unable to understand students who have been abused and/or maltreated	100%	100%	80%	60%	No recommendations
10. I am uncomfortable including students who have been, or suspected to have been abused/neglected in a regular classroom with other	100%	100%	80%	60%	No recommendations

students who have not experienced abuse and/or maltreatment					
11. I am perturbed that students who have been, or suspected to have been abused and/or maltreated are included in the regular classroom regardless of the severity of their victimization history	100%	100%	60%	60%	No recommendations
12. I get frustrated when I have to adapt the curriculum to meet the individual needs of all students	100%	100%	100%	100%	I get frustrated when I have to adapt the curriculum to meet the individual needs of *many* students
Behavioural Construct					Behavioural Construct
13. I am willing to encourage students who have been, or suspected to have been abused and/or maltreated to participate in all social activities in the regular classroom	100%	100%	100%	100%	No recommendations

14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability	100%	100%	100%	100%	No recommendations
15. I am willing to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom with the necessary support	100%	100%	100%	100%	No recommendations
16. I am willing to modify the curriculum to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom	100%	100%	100%	100%	I am willing to *accommodate* the curriculum to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom
17. I am willing to adapt my communication techniques to ensure that all students with emotional and behavioural disorder can be	100%	100%	100%	100%	No recommendations

successfully included in the regular classroom.					
18.I am willing to adapt the assessment of individual students in order for inclusive education to take place.	100%	100%	80%	100%	I am willing to adapt the assessment *practices* of individual students in order for inclusive education to take place.

Appendix E: MATIES(R)-Revisions Subject to Validity and Reliability Testing

Instructions: Please circle the number on the scale under each question that best suits your level of agreement with each statement on the scale provided.

1. I believe that an inclusive school is one that permits academic progression of all students regardless of their ability.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree
2. I believe that students who have been, or suspected to have been abused and/or maltreated should be taught in special education programs.				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree
3. I believe that inclusion facilitates socially appropriate behaviour amongst all students				
1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree
4. I believe that any student can learn in the regular stream of the school if the curriculum is adapted to meet their individual needs.				
1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

5. I believe that students who have been, or suspected to have been abused and/or maltreated should be segregated because it is too expensive to modify the curriculum and environment of the school

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

6. I believe that students who have been, or suspected to have been abused and/or maltreated should be in special education schools so that they do not experience rejection in the regular school

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

7. I get frustrated when I have difficulty communicating with students who have been abused and/or maltreated

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

8. I get upset when students who have been, or suspected to have been abused and/or maltreated cannot keep up with the day to day curriculum of my classroom

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

9. I get irritated when I am unable to understand students who have been abused and/or maltreated

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

10. I am uncomfortable including students who have been, or suspected to have been abused/neglected in a regular classroom with other students who have not experienced abuse and/or maltreatment

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

11. I am perturbed that students who have been, or suspected to have been abused and/or maltreated are included in the regular classroom regardless of the severity of their victimization history

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

12. I get frustrated when I have to adapt the curriculum to meet the individual needs of many students

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

13. I am willing to encourage students who have been, or suspected to have been abused and/or maltreated to participate in all social activities in the regular classroom

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

14. I am willing to adapt the curriculum to meet the individual needs of all students regardless of their ability

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

15. I am willing to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom with the necessary support

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

16. I am willing to accommodate the curriculum to include students who have been, or suspected to have been abused and/or maltreated in the regular classroom

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

17. I am willing to adapt my communication techniques to ensure that all students with emotional and behavioural disorder can be successfully included in the regular classroom.

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

18. I am willing to adapt the assessment practices of individual students in order for inclusive education to take place.

1	2	3	4	5

Strongly Disagree	Disagree	Neither Agree nor disagree	Agree	Strongly Agree

Appendix F: Demographic Form

1. **Age:** _____(please enter your age in years)

2. **Today's Date:** _____(mm/dd/yyyy)

3. **Gender Preference: Male/Female/Other/Prefer not to disclose**

4. **Are you a Pre-Service (enrolled or recently graduated from a Bachelor of Education Undergraduate Degree) or In-Service Teacher (teaching in a classroom longer than 3 months)? Please select only One:**

      Pre-Service Graduate

      Pre-Service Student

      In-Service

5. **What was/is your degree major/minor?**

      Psychology

      Sociology

      History

      Geography

      Political Science

      Computer Science

      Biology

      Liberal Arts

        Other:

6. **Were you a Consecutive or Concurrent B.Ed. Student?** Concurrent/Consecutive

7. Have you previously completed any Course Work or Training Specific to Child Abuse Issues? Yes/No

8. Where did the training take place? At School, on my personal time, other:_____

9. Please list most relevant course codes or training titles:

In-Service Section (Please complete if you selected "yes" to being an in-service teacher who has been teaching in a classroom for longer than 3 months.

10. Current Grade Level Taught: JK/SK, Grades 1-6, Grades 7-8, Grades 9-12

11. Number of years you have been teaching: _____

12. Are you currently teaching as a full-time permanent teacher? Yes/No

13. Are you currently working as a supply teacher or working through a limited term appointment for a sick leave? Yes/No

Appendix G: Correlation Matrix

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
Q1	**1.00**	0.11	0.43	0.06	0.19	-0.10	0.14	0.22	0.22	0.13	0.18	0.04	0.23	0.21	0.16	0.19	0.12	0.20
Q2	0.11	**1.00**	0.19	0.26	0.35	-0.37	0.21	0.17	0.08	0.14	0.27	0.18	0.14	-0.01	0.21	0.14	0.13	0.20
Q3	0.43	0.19	**1.00**	0.31	0.21	-0.19	0.03	0.12	0.11	-0.01	0.19	-0.02	0.29	0.15	0.19	0.10	0.14	0.14
Q4	0.06	0.26	0.31	**1.00**	0.15	-0.12	0.06	0.09	0.12	0.07	0.14	0.18	0.15	0.17	0.14	0.12	0.13	0.09
Q5	0.19	0.35	0.21	0.15	**1.00**	-0.50	0.30	0.37	0.40	0.30	0.21	0.37	0.32	0.25	0.37	0.36	0.37	0.36
Q6	-0.10	-0.37	-0.19	-0.12	-0.50	**1.00**	-0.21	-0.27	-0.32	-0.35	-0.44	-0.26	-0.34	-0.25	-0.30	-0.27	-0.32	-0.35
Q7	0.14	0.21	0.03	0.06	0.30	-0.21	**1.00**	0.58	0.59	0.31	0.28	0.38	0.22	0.31	0.31	0.24	0.23	0.26
Q8	0.22	0.17	0.12	0.09	0.37	-0.27	0.58	**1.00**	0.62	0.36	0.32	0.49	0.31	0.42	0.31	0.35	0.26	0.33
Q9	0.22	0.08	0.11	0.12	0.40	-0.32	0.59	0.62	**1.00**	0.37	0.30	0.35	0.30	0.30	0.28	0.31	0.26	0.32
Q10	0.13	0.14	-0.01	0.07	0.30	-0.35	0.31	0.36	0.37	**1.00**	0.35	0.32	0.32	0.25	0.35	0.32	0.33	0.32
Q11	0.18	0.27	0.19	0.14	0.21	-0.44	0.28	0.32	0.30	0.35	**1.00**	0.23	0.35	0.16	0.43	0.31	0.26	0.32
Q12	0.04	0.18	-0.02	0.18	0.37	-0.26	0.38	0.49	0.35	0.32	0.23	**1.00**	0.32	0.41	0.45	0.51	0.50	0.47
Q13	0.23	0.14	0.29	0.15	0.32	-0.34	0.22	0.31	0.30	0.32	0.35	0.32	**1.00**	0.34	0.51	0.49	0.52	0.56
Q14	0.21	-0.01	0.15	0.17	0.25	-0.25	0.31	0.42	0.30	0.25	0.16	0.41	0.34	**1.00**	0.49	0.51	0.37	0.40
Q15	0.16	0.21	0.19	0.14	0.37	-0.30	0.31	0.31	0.28	0.35	0.43	0.45	0.51	0.49	**1.00**	0.68	0.60	0.64
Q16	0.19	0.14	0.10	0.12	0.36	-0.27	0.24	0.35	0.31	0.32	0.31	0.51	0.49	0.51	0.68	**1.00**	0.71	0.75
Q17	0.12	0.13	0.14	0.13	0.37	-0.32	0.23	0.26	0.26	0.33	0.26	0.50	0.52	0.37	0.60	0.71	**1.00**	0.79
Q18	0.20	0.20	0.14	0.09	0.36	-0.35	0.26	0.33	0.32	0.32	0.32	0.47	0.56	0.40	0.64	0.75	0.79	**1.00**

Appendix H: Pattern Matrix

	1	2	3
Q1	.012	.045	.520
Q2	-.085	.140	.591
Q3	.008	-.205	.805
Q7	-.074	.845	-.038
Q8	.024	.809	.027
Q9	-.044	.819	.055
Q13	.616	-.021	.243
Q14	.513	.209	-.042
Q15	.786	.007	.082
Q16	.911	-.029	-.062
Q17	.920	-.106	-.024
Q18	.901	-.058	.016
Q4	.023	-.067	.526
Q5	.181	.348	.350
Q6	-.134	-.288	-.426
Q10	.217	.464	.010
Q11	.158	.275	.363
Q12	.501	.384	-.156

Extraction Method: Principal Component Analysis.
 Rotation Method: Oblimin with Kaiser Normalization.[a]
a. Rotation converged in 4 iterations.

Appendix I: Scree Plot
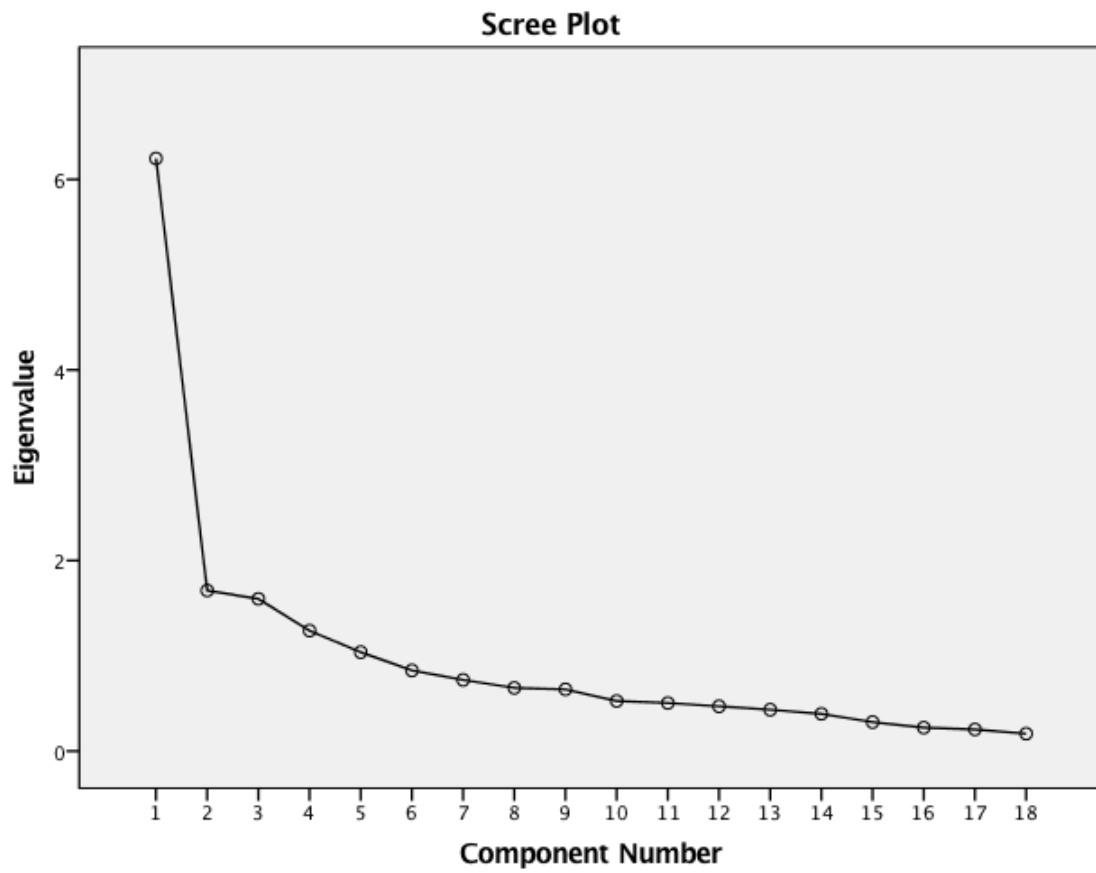
Appendix J: Total Variance Explained Table

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Sums of Squared Loadings[a]
	Total	% of Var	Cumulative	Total	% of Var	Cumulative	Total
1	6.220	34.555	34.555	6.220	34.555	34.555	5.347
2	1.685	9.363	43.919	1.685	9.363	43.19	4.191
3	1.599	8.882	52.800	1.599	8.882	52.800	2.920
4	1.264	7.021	59.822				
5	1.038	5.768	65.590				
6	.847	4.703	70.293				
7	.747	4.151	74.444				
8	.664	3.687	78.131				
9	.648	3.600	81.732				
10	.526	2.922	84.653				
11	.505	2.806	87.460				
12	.470	2.611	90.071				
13	.434	2.413	92.484				
14	.391	2.173	94.657				
15	.304	1.689	96.346				
16	.247	1.372	97.717				
17	.228	1.267	98.984				
18	.183	1.016	100.000				

Appendix K: Pattern Matrix B

Pattern Matrix (B)

	1	2	3
1	-.002	.135	.584
2	.013	.062	.487
3	.000	-.116	.846
4	.000	-.063	.628
7	-.032	.867	-.042
8	.050	.827	.045
9	.009	.837	.024
13	.640	.006	.200
14	.479	.271	.019
15	.806	.014	.035
16	.901	.006	-.075
17	.903	-.078	-.053
18	.910	-.025	-.033

Extraction Method: Principal Component Analysis.

Rotation Method: Oblimin with Kaiser Normalization.[a]

a. Rotation converged in 4 iterations.

Appendix L: Social Media Recruitment

"Good day everyone! I am currently recruiting participation in Study 2 of my doctoral research below you will find a Participant Information Letter outlining the purpose, risks, and benefits. Should you be interested in participating please message me to arrange an interview time slot. Thank you!"

Appendix M: Participant Information Letter Study 2

Participant Information Letter and Consent for Identified Participants

You are invited to participate in a research study entitled *Exploring Teacher Attitudes toward Victims of Child Maltreatment* conducted by the primary researcher; Erin Truswell, doctoral research student from the Schulich School of Education at Nipissing University under the supervision of Dr. Barbi Law and Dr. Jim McAuliffe at Nipissing University.

The purpose of this study is to explore teacher attitudes toward working with children who are involved with the Children's Aid Society or who are suspected to have suffered child maltreatment using a qualitative research design and semi-structured interviews. We are hoping to gain a better understanding of how teachers, feel, think, and perceive their experiences and relationships with students who have a history of child welfare involvement.

The results of this study will contribute to the primary researcher's final dissertation and future publications by the primary researcher.

If you have any questions or concerns about the research, please feel free to contact Erin Truswell ▮▮▮▮▮▮▮▮▮▮ Dr. Barbi Law ▮▮▮▮▮▮▮▮▮▮ or Dr. Jim McAuliffe ▮▮▮▮▮▮▮▮▮▮

PARTICIPATION PROCEDURES

If you volunteer to participate in this study, we would ask that you participate in a face to face interview with the primary researcher either in person on the campus of Nipissing University or via a digital platform of your choosing such as Skype or FaceTime. The interview will take approximately 60-90 minutes and all interviews will be audio recorded and transcribed verbatim. The interview will be scheduled at a time that is convenient for you. After the interview has been completed, you will be sent a copy of the interview transcript to read and review for any discrepancies in your responses. You may make changes to your transcript within 14 days of receiving an electronic copy of the transcript from the primary researcher. Reviewing your transcript may take between 20-30 minutes. A final communication will be sent to you expressing gratitude for your participation and sharing with you the details regarding how and where the final results were published from the proposed research. Therefore, if you choose to participate, the researchers will contact you a total of 3 times.

Interview responses will be recorded using an audio recording device and transcribed using coding software by the primary researcher. Interview data will be coded using a pre-assigned random research ID and the list of research ID's will be stored apart and separate from the interview data. After a period of 5 years following the publication of the study's results, the data stored on the encrypted USB will be deleted and the device will be restored removing all traces of the data from the device.

There may be a risk to emotional well-being for any participant who may have endured child maltreatment experiences and who continues to suffer psychological consequences. Discussing child maltreatment victims, emotions, and experiences may be psychologically triggering for any participant with a trauma and/or maltreatment history. There may also be a perceived risk to social status if a teacher discloses a negative attitude in the process of

answering the questions. Although the data gathered is confidential the perception of risk may still exist. To minimize a loss of privacy and to ensure confidentiality we will remove contextual and identifying information from any of your quotes (e.g., names of students, details divulging unique situations, etc. will be removed) and a research ID will be used in place of your real name in any publication related to this study. Any findings related to years of experience, gender, or grade level will be minimized and non-identifiable. The time required to participate in the initial interview and subsequent review of the interview transcript and results of the project may be an inconvenience with respect to time. As a participant you are reminded that you may withdraw at any point if you feel the time commitment exceeds what you expected.

Through your participation in this study you may feel a sense of accomplishment by sharing your experiences and insights as they may help inform and direct policy change, agency working relationships across multiple service sectors (education, child welfare, psychology), and/or provide information on an issue that is not well understood by the research community and service sectors.

The results from this study will be used to form the final dissertation for the primary researcher and will be submitted for publication in a research journal. The findings from this study will be disseminated within the academic community at Nipissing University and potentially at the provincial, federal, or international levels through published journal articles that may be written with data gathered in this study. Subsequent use of the data from this study may form part of publications presented at research conferences and/or research projects with community agencies and University faculty members but there will be no reference to individual characteristics or specific schools.

As a research participant you may request a copy of the results of this study. This can be done by contacting Erin Truswell or Dr. Law using the contact information provided above.

CONFIDENTIALITY PROCESS

Any information obtained in connection with this study, that can be identified with you will remain confidential and will be disclosed only with your permission. Participation in this study is voluntary and you are free to withdraw at any time. You have the right to refuse to answer any question(s) that you find objectionable or which make you feel uncomfortable. You may withdraw your consent at any time and discontinue participation without penalty or consequence.

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

As a participant in this research project, I clearly understand what I am agreeing to do, and that I am free to decline involvement or withdraw from this project at any time, and that steps are being taken to protect me. I have read the Participant Information Letter and Consent Form and have had any questions, concerns or complaints answered to my satisfaction. I have been provided a copy of this letter

Name Print:_____

Date:_____

Signature: _____

This study has been reviewed and received ethics clearance through Nipissing University's Research Ethics Board. If you have questions regarding your rights as a research participant, contact: Research Coordinator, Office of Graduate Studies and Research, Nipissing University, 100 College Drive , North Bay, ON P1B 8L7 or ▮▮▮▮▮▮▮▮▮▮

Nipissing University Health Services

Campus Health Centre Room C211
A medical team is in attendance at the Campus Health Centre and available to all students Monday to Friday. Summer hours and evening clinics are offered.

Medical Services include:

- Emergency Care (illness, injury and sports injuries)

- Annual Health Exams (physicals)

- Sexual Health (free condoms, STD testing and pap smears)

- Birth Control Products (covered by your Student Health Insurance Plan)

- Immunization Program (TB testing, Hepatitis immunization and clearance for your pro-

  gram)

- Injections (allergy, Depo Provera, B12)

- Annual Influenza Immunization Clinic

- On-site laboratory

- Referrals

- Counselling

Student Counselling Services reserves an appointment each day for students who are in

distress. If you need an appointment urgently, please speak to a secretary in our office.

Counselling and Crisis Supports in the North Bay Community

Amelia Rising Sexual Assault Centre of Nipissing

101 Worthington St E., Suite 11 (lower level)

North Bay, Ontario, Canada, P1B 1G5

██████████████████████

Amelia Rising offers a 24/h, confidential sexual assault crisis line for anyone affected by

sexual violence. 705-476-3355 (Collect Calls Accepted). Individual and Group Counselling

services are also available.

North Bay Regional Health Centre – Crisis Intervention
50 College Drive
P.O. Box 2500
North Bay, ON
P1B 5A4
Phone: 705-495-8198 or 705-495-8148
Website*: **http://www.nbrhc.on.ca/programs-services/mental-health-programs-services/mental-health-addictions/crisis-24-hours-7-days-per-week-outpatient/**

Good 2 Talk
Good2Talk is a free, confidential helpline providing professional counselling and information
and referrals for mental health, addictions and well-being to post-secondary students in Ontario,
24/7/365.
1-866-925-5454

North Bay Regional Health Centre—Mental Health Clinic
120 King Street West
North Bay, ON
P1B 5Z7
Phone: 705-494-3050
Website: http://www.nbrhc.on.ca/programs-services/mental-health-programs-services/mental-health-addictions/counseling-mental-health-clinic-outpatient/

211
211 is a telephone helpline (call 2-1-1) and website that provides information on and referrals to
Ontario's community, social, health-related and government services. 211 can help you
understand what services and government benefits exist and explain how to apply.
211 is answered 24 hours a day, every day of the year across Ontario. We list over 60,000
community and government programs and services. 211 can also provide an interpreter in over
150 languages. When 211 answers the phone, ask for the language you want and hold the line.

Community Counselling Centre of Nipissing
361 McIntyre Street East
North Bay, ON
P1B 1C9

Phone: 705-472-6515
E-mail: info@cccnip.com
Website: www.cccnip.com

North Bay Indian Friendship Centre
980 Cassells Street
North Bay, ON
P1B 4A6
Phone: 705-472-2811
E-mail: info@nbifc.org
Website: http://www.nbifc.org

North Bay Metis Council Community Healing and Wellness Program
#232-101 Worthington Street East
North Bay, Ontario
P1B 1G5
Phone: 705-474-0734

Ojibway Family Resource Centre – Crisis Support Program
131 Commanda Crescent
North Bay, ON
P1B 8G5
Phone: 705-472-3321
E-mail: ofrc@nfn.ca

NOTE: You may also have support services provided to you through your employer

benefit package which you could access for assistance, contact your Human Resources

Department for Details.

Appendix N: Demographic Questions Study 2

1. Tell me a little bit about your teaching background? What was/is your major? What division will you/did you graduate with? How long have you been teaching/studying?

2. Have you had any specialized training as an educator? For any particular population of students or specific issue?

Appendix O: Standard Interview Guide

1. Tell me a little bit about your teaching background? What was/is your major? What division will you/did you graduate with? How long have you been teaching/studying?

2. Have you had any specialized training as an educator? For any particular population of students or specific issue?

3. Understanding that student behaviour comes in a variety of forms, tell me about the kinds of behaviour from students that are the easiest and the hardest for you to work with as a teacher?

4. How do these behaviours (good or bad) impact the relationship you form with your students?

    a. Describe for me the feelings and emotions that come up for you when you think about working with the more challenging types of students in the classroom?

5. When I use the term "children exposed to child abuse, maltreatment, and/or neglect" can you describe the characteristics you typically associate with this population?

6. Tell me about your experience teaching students who have suffered abuse, maltreatment, and/or neglect?

    a. What is the degree of experience you have working with students involved with child welfare services?

7. Think about a student who you knew or suspected had involvement with child welfare services, describe for me this student and the feelings or emotions that arise for you when thinking about having this student in your classroom.

8. Based on your experience working with students who have had child welfare involvement (past or current), do you believe something could be done differently to enhance their educational experience and relationships at school?

    a. If so, please explain.

9. If you can change any aspect of the current education system to support these students differently, what would you change? Why? What difference would this make?

Appendix P: Introductory Script

Thank you for coming to meet with me today, I really appreciate the time you're taking to share your experience with me. Let's run down the format for our conversation today. If you have any questions at any time feel free to ask them at any point during our discussion. I'm going to ask you a series of questions regarding your experiences working in a classroom and with various types of students. The purpose of this research is to understand your thoughts, feelings, beliefs, and opinions about those experiences and about students in general as well as students with unique and complex needs. I have several questions to guide us through the interview. From time to time I may follow up questions to clarify or ensure that I understand your responses. I will record our discussion so that I can accurately transcribe your responses. Once all interviews are complete, I will explore those transcripts collectively and look for patterns and/or themes that inform the purpose of the research study. Our conversation should last roughly 1 to 1 ½ hours in length. If you need to take a break for any reason please let me know and we will pause the interview until you return. If at any point you feel uncomfortable and wish to end the discussion simply let me know you're finished and leave when you feel ready. If there is a specific question you do not want to answer, please let me know and we will move on. Do you have any questions for me? Are you comfortable and ready to start? Let's dive in.

Appendix Q: Social Media Recruitment

"Good day everyone! I am currently recruiting participants for Study 2 of my doctoral research which will explore the perceptions, attitudes, and experiences of teachers working in Ontario public schools and students involved with child welfare services. Attached you will find a Participant Information Letter outlining the purpose, risks, and benefits to participating. Should you be interested in participating please send me a personal message through the Messenger app (or through Facebook) to arrange an interview time slot. This research is approved by the Nipissing University Ethics Board and is not affiliated with or endorsed by school boards. Thank you!"

Erin Truswell

Appendix R: Participant Transcript Communication Study 2

Dr. Barbi Law

Schulich School of Education - School of Physical and Health Education - Associate Professor and Graduate Coordinator - MSc Kinesiology

Dr. Jim McAuliffe

Office of the Provost and Vice-President, Academic and Research - Dean, Graduate Studies and Research

Erin Truswell

Schulich School of Education

PhD (ABD)

email: ████████

Dear Participant,

Thank you for meeting with me to share your attitudes, perceptions, beliefs, and experiences. Attached to this correspondence is a word document with our interview transcribed. Please review your responses and let me know if you would like to clarify or change anything, I will not move forward with your responses until you confirm they are accurate or after 2 weeks has surpassed from the date of this communication. I have enabled the "track changes" feature in the word document so that I can review what items you felt needed revision.

Please feel free to share this research opportunity with any of your colleagues who might be interested in participating in this study by forwarding my contact information through Facebook.

Your contributions are greatly appreciated and please look for future journal articles published by the principle researcher outlining the results of this study and the impact of your participation.

Yours Truly,

Erin Truswell

Appendix S: Subsequent E-mail Recruitment Message

"Good day everyone! I am currently recruiting participants for Study 2 of my doctoral research which will explore the perceptions, attitudes, and experiences of teachers working in Ontario public schools and students involved with child welfare services. Should you be so inclined to share this opportunity with your own network of educational professionals I would be most appreciative. Potential participants will find a Participant Information Letter outlining the purpose, risks, and benefits to participating attached to this email. **Should someone within your network wish to participate they can send me a message through the Messenger App, through Facebook under Erin Truswell, or by email ▮▮▮▮▮▮.** This research is approved by the Nipissing University Ethics Board and is not affiliated with or endorsed by school boards. Thank you!"

Erin Truswell