UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

(RE)THINKING SCHOOL VIOLENCE: TEACHERS AS VICTIMS AND

SURVIVORS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

Degree of

DOCTOR OF PHILOSOPHY

By

RASHELL JEAN CAMPBELL- DAUGHTY
Norman, Oklahoma
2016

(RE)THINKING SCHOOL VIOLENCE: TEACHERS AS VICTIMS AND
SURVIVORS

A DISSERTATION APPROVED FOR THE
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY
STUDIES

BY

_____
Dr. Courtney Vaughn, Chair

_____
Dr. Joan Smith

_____
Dr. Susan Marcus-Mendoza

_____
Dr. Gregg Garn

_____
Dr. Jeffrey Maiden

DEDICATION

In loving memory of Anika L. Scott

To my husband, Kenneth Ray Daughty Jr.,

in your love...

To my son, Kenneth Emmanuel Daughty III,

in your encouragement...

To my daughter, Kashell Naomi Daughty,

in your kindness...

I continue.

ACKNOWLEDGEMENTS

Being confident of this, that he who began a good work in you
will perform it until the day of Christ Jesus.

Philippians 1:6

GOD

My Lord, I must begin with thanking you for all you have done for me.
From the beginning you had a plan for my life. Although I did not have a clue of
how my life would evolve, you told me to trust, lean, and depend on you. With
your direction and faithfulness through your word, I have made it to this point. I
prayed earnestly to you about pursuing a doctorate degree. After much prayer, I
decided to travel this journey with only a few individuals actually knowing that I
was in school. Oftentimes, I did not believe that I would complete the program,
but your word encouraged me and you Holy Spirit provided me with guide.
Savior, thank you for completing this "good work" in me.

My Family

To my parents, Emma Jean Henderson-Campbell and Phill Eugene
Campbell Sr., I want to say thank you for giving me life, culture, identity,
language, heart, determination, love and a firm foundation of faith. Either of
you were not aware that I was in school earning my doctorate degree; however, I
am almost certain that you both sensed growth and development through your
parental instinct. My very existence and prowess is because of you. Children
are the best of their parents; I am the best of you.

To my husband, Ken, God knew I needed a special man in my life because an average guy would not have had the fortitude or continuity to coexist with me. When I was accepted into the program, I shared with you that I did not want family and friends to know. My desire was to learn quietly and peacefully without outside distractions. You respected my request and assisted me when needed. I can remember when I was nervous about attending my first doctoral course and I called you while standing in the hallway. You told me that I was smart and intelligent and that I deserved to be there with the other students. I replied, "Okay, I will talk to you when I get home." You have a special way of calming me when I am tense and nervous. I also remember a couple of weeks after each semester you would say, "Babe, pull up your OU email account so I can pay your balance in full." I would have a smile of blessing on my face because I knew you were in full support of my intellectual pursuit. Lastly, I want to mention the many occasions that I wanted to give up; I literally wanted to stop reading and writing, but you did not allow me to stop. You encouraged me to take a break, distance myself from my studies and do something fun and other times you encouraged me to continue to read and write. The late nights of writing into the wee hours of the morning were challenging, but you provided me with a safe and healthy space to do so.

To my children, Ken III and Kashell, you were not aware that I was in school. When I had class your father and I told you that I had "training." When I did my homework and you asked why I was reading so much, I told you both that it was for my training. Now that I am reflecting, that was the best answer

because I was literally being trained in several areas within academia. I was being trained to be a scholar, a researcher, an intellectual. Ken III, you would often enter my office while I was reading and writing to give me a kiss on the cheek and would exit without saying a word. Not only was it a soothing act of kindness, it provided me with motivation for that day and beyond. Kashell, you frequently reminded me of my commitment to you as a mother. When I became engulfed with my studies, you would tell me that it was time for our regular "mother- daughter day" and we would spend a Saturday shopping, laughing, and strengthening our bond. I am appreciative of your understanding. I missed many movie nights and fun activities due to my obligations to earning this degree; yet, it was only for a moment. It has now come to an end. Just as I stated previously, you both are the best of your father and I.

My Dissertation Committee

A special thanks to my committee. Dr. Vaughn: Dr. Marcus-Mendoza, Dr. Smith, Dr. Gregg Garn, and Dr. Jeffrey Maiden. I want to thank Dr. Courtney Vaughn for serving as the chair of my dissertation committee. Dr. Vaughn taught me a plethora of skills throughout the program. She taught me how to become a researcher and how to conduct a qualitative study. She reminded me of my role and contribution to higher education and society as a scholar. When I became discouraged about the process of the dissertation, Dr. Vaughn encouraged me and told me that she would not leave me hanging. She would periodically send me text messages of encouragement and provide me with a variety of references and angels to view my dissertation. Dr. Marcus-Mendoza,

thank you for sharing your knowledge with me and advocating for me. When you examined unscrupulous behavior against me, you immediately addressed the issue, and executed. You are indeed a direct, professional, and courageous woman. Dr. Gregg Garn, thank you for your understanding with my transition. Dr. Smith, your class was my first when I was admitted to the Educational Studies program. You taught with grace and finesse. I immediately gravitated toward your sense of style and methods of teaching. You are a veteran when it comes to narrative inquiry; your knowledge and experience is unmatched; this is why it was destined for you to stand beside me in this process. Dr. Maiden, thank you for your sympathy, compassion, and cooperation.

Others I would like to thank for supporting me are Regina Hein, Trudy Rhodes, Julie Cromer, Dr. Joy Thomas, Dean Lee Williams, Catherine Daughty-Woodley and teachers who were willing to share their story with me.

Langston University

I would be remiss if I did not acknowledging my alma mater. Langston University is the only Historically Black College or University (HBCU) in the State of Oklahoma and the furthest west of Mississippi. Dear Langston you raised me as an adult learner. I learned how to think critical and I was challenged both professionally and personally. When I completed my bachelor's degree in Elementary Education, I realized then that my degree was my passport to the world. During my time in Langston in the School of Education and Behavioral Sciences, I met my then dean, Dr. Darlene Sheppard Abram. What a blessing she has become. Five years after completing my bachelor's degree, I

decide to pursue my master's degree at Langston University/Oklahoma City in Urban Education. Dr. Lewis, Dr. Cole once again challenged my critical thinking while simultaneously providing me with a vehicle of being a leader in education. I can remember when I was assigned to write a research paper for class and the title of that paper was School Violence. After I completed my master's degree, I reconnected with Dr. Abram, she has been a wonderful support, guide, and mentor the entire time I pursued this doctorate.

Darlene Sheppard Abram, you have been more than words can express to me. When I was trouble and overwhelmed with my studies, you provided me with an ear. You listened, you understood, and you motivated me. Darlene you spoke of your experiences when earning a doctorate and related in ways only as an African American woman could relate. You always reminded me of commitment to my husband and children as I maneuvered through the program. You are like a mother to me, you are my mentor, my guide, my friend, and my sorority sister. The only person who can teach me to be a professional African American woman is a professional African American woman. I hope one day to inherit your strength, tenacity, brilliance, intelligence, character, and pearls of wisdom. It is because of Langston University that our paths became intertwined. Thank you, madam. As the late president of Langston University, Dr. Earnest L. Holloway would say, "For all things Langston". I have had a litany of intellectuals to pour into me, to shape and mold me. I stand on the shoulders on quintessential women and men of my past and look forward to meeting more as I continue my life journey.

Humbly I am,

Rashell J. Campbell-Daughty, Ph.D.

TABLE OF CONTENTS

LIST OF TABLES

ABSTRACT

Although school violence is not a new phenomenon, it is still an issue in American schools. With strong concern for all individuals in educational settings, scholars are exploring ways in which violent acts can be prevented. In particular, this study is about teachers who have been verbally and/or physically abused by students, and it offers possible solutions for coping during the aftermath. The aim of the study is to allow teachers to tell their stories of violent incidents from their perspectives. By the telling and retelling of their stories, teachers were able to share their unfortunate experiences, recall how they were able to move past them, and continue teaching. Overcoming such experiences serves as an educative purpose because it provides a possible guide for teachers who have encountered violent acts by students.

CHAPTER ONE

Introduction

Violence, in its varying forms, and directed toward teachers in K-12 public school settings, has become a national concern, and the National Association of Schoolmasters Union of Women Teachers (NASUWT) (2014) maintains that schools are failing to address the issue. According to *The Indicators of School Crime and Safety: 2014,* (Robers, Zhang, Morgan, & Muse-Gillette, 2015), published by the National Center for Education Statistics (NCES), "during the 2011-2012 school year 9% of school teachers reported being threatened with injury by a student from their school" and during the same year 5 % of teachers reported "that they had been physically attacked by a student from their school" (Robers et al., 2015, p. 24). The report was conducted through the Schools and Staffing Survey, which investigates teachers who report that they had been threatened or physically harmed by a student.

Geographic Context of School Violence

Numerous cases of violent behavior and actions occur in wealthy suburban communities (Fasching-Varner & Hartlep, 2015). Yet, rural areas contain more evidence of school violence than do suburban (Dail, 2015; Gallagher, Goodyear, Brewer, & Rueda, 2011). In fact, more rural children experience drug and alcohol abuse in their early teens than do suburban youth (Dail, 2015; Gallager et al., 2011). There have also been numerous reports of students in rural communities involved in sexual harassment and other sex related activities(Dail, 2015), while many of the cases are left unattended or not

disclosed to the government (The National Center for Education, 2012). Another report by the California Department of Education suggests that small schools contribute about 21% of the total school violence cases throughout the United States. They also claim that the degree of violence in rural areas increased by at least 26% over a period of four years from 2008 to 2012. However, research suggests that urban schools host the most violence of the three geographical areas (Bagley & Rosen, 2015) and that these schools also are the most poorly funded (Gallagher et al., 2011). Large U. S. cities are populated by low achieving schools, large class sizes, and often dilapidated buildings. Most likely they serve the poorest people in a given state and are heavily overrepresented by people of color (Bagley & Rose, 2015).

Unfortunately, scholars, the media, and the general public have largely ignored the issue of teacher victims (Klassen & Chiu, 2011). While the literature acknowledges peer-to-peer violence and teacher-to-student violence, this narrative inquiry fills a gap by unearthing the stories of secondary public urban teachers dealing with the trauma of encountering student to teacher violence. The seven teacher participants are self identified educators, victims of verbal abuse and/or physical assaults from students. Yet they have chosen to remain in the classroom. The findings illustrate participant stories through vignettes and emergent themes that answer the research question, "How are teachers coping with the trauma from violent assaults in secondary public school settings?"

Before delving directly into specific incidents of violence in school culture in which the participants work, it is important to identify various types of

violence identified in the study which are verbal abuse, physical assault, and school shootings.

Verbal Abuse

According to Hunt (2013), verbal abuse "is the systematic ongoing use of harmful words or a sharp tone in an attempt to control or dominate another person" (p. 12). Verbal abuse includes clearly oppressive yelling, raging, name-calling, berating, harassing, and threatening comments among other acts (Evans, 2013). In fact, Morrison (1995) says, "oppressive language does more than represent violence: it is violence" (p. 320). Other forms of verbal abuse consist of disparaging comments disguised as jokes when referring to a persons' gender, social status, cognitive abilities, or competency (Marshall & Marshall, 2010).

It goes without saying that insults are damaging to a persons' spirit and take the joy out of life (Evans, 2013). When verbal abuse occurs, the abuser assumes a dominant and superior tone with the victim; which leaves him/her with feelings of shame; incompetence, and, generally, low self-esteem. More specifically verbal abuse provides an array of consequences —insecurities, distrust, inadequacies, fear of speaking up for oneself, and frustration, to name a few (Evans, 2013). Furthermore, because abuse can begin slowly, people adapt to it over time, and it becomes hard for victims to identify, so they blame themselves (Marshall & Marshall, 2010). In *Fighting Words,* Collins (2000) addresses assaultive speech as a sophisticated, socially accepted marginalization tactic. Her work reflects on ways eloquent speakers control subordinate populations through oppressive language that, of course, can be the precursor of

3

physical violence.   In particular, Collins calls on African American woman to speak out concerning such institutionalized abuse.

Fighting for terrain, with regard to the student-teacher relationship, a student and teacher can engage in mutual name-calling that can lead to defensive behavior. For example, a teacher from a NASUWT study believes verbal abuse is one of the most demoralizing experiences a teacher can experience in the classroom. She shares that dehumanizing comments on her appearance are incredibly humiliating, and that school leaders do not take the issue seriously (Robers et al., 2013). The situation can easily be reversed.

Threatening physical violence is a common form of verbal abuse, and it can cause subordinate behavior, fear, and discontentment in the victim (Miller, 1983). Such forms of violence involve coercion that forces the victim to acquiesce (i.e. "If you do not do....I will... give you a bad grade or call the principal). If I get a bad grade on my assignment, I will...").

Physical Assault

In addition to verbal abuse, a more overt form of violence, physical assaults is commonplace in many U. S. schools. Newman (2005) provides the definition of a physical assault "as an actual intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual" (p. 39). Depending on the act of violence, the individual can become hospitalized which, results in missed work and possible rehabilitation (Klassen & Chiu, 2011). Some studies have demonstrated that physical abuse is the salient precursor to victims becoming violent themselves (Garrison, 2011;

Lindberg, Shapiro, Laskey, Pallin, Blood, & Berger, 2012). It goes without says that psychological impacts of violence include fear, shock, emotional instability, mental anguish, and other trauma related symptoms.

Although limited, some researchers address physical assaults directed at school personnel (Kajs, Schumacher, & Vital, 2014).As a result various states have passed laws to protect teachers and other staff members and are taking legal action against students who physically assault school personnel while on duty. One case involved a student who physically assaulted a teacher resulting in lacerations in need of stitching and this example is only one of many unreported incidents (Kajs et al., 2014).

School Shootings

Recently, escalated school violence has lead to school shootings**,** especially in middle class affluent school settings. Former or current students have attacked their schools with sophisticated weapons, killing students, teachers, administrators, and/or themselves.   The assaults are often planned months and sometimes a year in advance. Some victims are shot as innocent bystanders, while others are targeted because the perpetrators have been bullied and abused by them (Newman, 2005).

The 1997-1998 academic school year was a momentous time. During the fall of 1997, in Mississippi Luke Woodham "killed his mother and later came to school, and shot nine students, killing two" (Newman, 2005, p. 47). Also, students such as Dylan Klebold and Eric Harris along with the city Columbine, Colorado, have become household names. Since the late 1990's, school

5

shootings have attracted high levels of media coverage. Many teachers and students are calling for diligent efforts to unearth bullied and alienated students who might be pushed to the brink. For instance, in Arkansas when Andrew Golden misbehaved in school he was greeted with violence through a paddling. His grandfather also did not seek any mediation between his grandson and the accusing teacher, blaming the teacher for causing the misbehavior. Golden complained about another teacher to his parents. Again, no school authority or parent encouraged any mediation. Instead the parents took Golden out of that teacher's classroom. In March of 1998 Golden and his friend Mitchell Johnson committed mass murder on school grounds. Johnson was 13 years old (Fox, Roth, & Newman, 2003).

Since Columbine there have been a total of 113 school shootings in K-12 (public and private) educational settings which averages out to seven school shootings per year (Pearle, 2016). Reflecting on Virginia Tech and Sandy Hook, parents, students, administrators and people around the country are wondering if schools are safe. Although violence in schools is not a new phenomena, the type of violence and media exposure to it has become new (Kellner, 2016). While the cause of school shooting is not limited to a single factor, researchers are acknowledging the pattern that the perpetrators of such heinous acts are middle class White males (Langman, 2009; Newman, 2008; Pearle, 2016).

Dyads of Violence in Schools

More specifically there exist three main perpetrator/victim encounters, student-to-student; teacher-to-student; and student-to-teacher violence. The latter is the setting for this dissertation

Student-to-Student

Peer aggression and peer violence is not a new phenomenon. Studies have documented physical and relational student bullying for decades (Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001). Unfortunately, the emergence of power and status hierarchies surrounded by groups of peers is viewed as almost natural (Fournier, 2009), although the effect that it has on certain individuals can cause great harm and distress. Researchers examine the nexus of status hierarchies and how they enhance or disrupt social relationships among peers (Anderson & Brown, 2010; Pellegrini & Long 2002; Savin Williams, 1979). The result of these power differentials can lead to physical violence (hitting, kicking, punching), which is distinct from relational aggression (rumors, insults, or berating), the purpose of which is to inflict psychological harm (Kiefer & Ryan, 2011; Ojanen, Findley, & Fuller, 2012; Pellegrini & Long, 2002). Often students' primary interest is to be accepted by their peers at both the elementary and secondary level (Cillessen & Mayeux, 2004; hooks, 2010). However, the issue is how far a student will go to gain the desired approval or punish the perpetrators. Some research challenges this notion, claiming that violence between and among students reflects an equal power status within school and communities, while still making the connection

7

that the need for power leads to victimization (Wilkinson & Pickett, 2009; Wolke, Woods, & Samara, 2009).

A study of relational aggression was investigated by scholars examining the correlation between natural growth and teen aggression. The purpose of the study was to explore the difference in perpetuated relational aggression and relational victimization of females and males from Grades 6-12 (Orpinas, McNicholas, & Nahapetyan, 2015). The students who participated range from nine middle schools across six districts in Georgia and were part of the Healthy Teens Longitudinal Study. Using school computers, students were asked to complete a survey that asked if they were perpetuators and or victims of relational aggression. Because adolescents experience natural hormonal changes during the ages of 11 and 18, the researchers wanted to explore the pattern of behavior and how it contributes to the behavior of secondary students. The study consisted of 322 males and 298 females with the three most populated ethnic backgrounds being 50% White, 36% African American, and 11% Latino. The study measured how often the students experienced perpetuated relational aggression and or were victims of relational aggression within a 30 day time period over a range of seven years. The three objectives examined trajectories of relational aggression, the overlapping of perpetuation and victimization of relational aggression; and what part does human growth and developmental and gender effect relational aggression in middle and high school students.

The results of the study suggest that students in grades 6-12 that perpetuated relational aggression decreased for girls and boys as they got older,

but girls were more likely to experience relational aggression victimization than boys as they got older. However, for each grade, results showed that the mean level was higher for boys than girls of perpetration relational aggression. At least one student in the study reported that they have experienced at least one act of perpetuated relational aggression or one act of relational victimization by a peer during the 30 days prior to the computer-based survey. Although relational aggression is perceived to be a "female" issue in schools and elsewhere, this study suggests that both female and males are perpetuators and victims of relational aggression.

Schools can have a negative or positive role in various forms of student-to-student violence. For example, schools perpetuate aggression among peers by asking students to vote for "less likely" or "most likely" to succeed in school and various student-centered activities. Yet, some school policy makers are examining ways in which schools can decrease the level and frequency of peer power plays (Nansel et al., 2001). Recently, medical practitioners are weighing in on how violence in schools has become a public health concern and are creating policies of preventative measures to combat peer aggression and adolescent victimization (American Academy of Pediatrics, 2009).

Teacher-to-Student Violence

Many teachers hope to educate and enlighten students. However, some are mean-spirited and condescending, both academically and psychologically. Parsons (2005) " defines teacher bullying as using power to punish, manipulate, or disparage a student beyond what would be a reasonable disciplinary

9

procedure" (p. 43). For McEvoy (2005), "bullying by teachers is a pattern of conduct, rooted in a power differential, that threatens, harms, humiliates, induces fear, or causes students substantial emotional distress" (p. 94). In *Confessions of a Bad Teacher,* Owens (2013) writes about how, to ensure classroom decorum, teachers use intimidating scare tactics. For example, a teacher might begin the academic year by "dramatically slamming the door. He'd then tell the kids to shut up and throw a desk across the classroom for emphasis" (Owens, 2013, p.102). Furthermore, the text addresses how teachers constantly call eighth grade students names or lie to them, claiming to have shot someone just for the purpose of watching the victim die. The student can be left feeling alone, powerless, and humiliated.

Teachers who bully students believe their behavior is justified because of their position of power in classrooms and the cultural belief that supports teachers' authority (Manke, 2007). Because behavior and discipline problems are deemed as teachers' responsibilities, they sometimes use bullying tactics as a means of classroom management, believing they have the students' best interests at heart. The collective teachers' sense of power is the extent to which teachers believe that they have personal control over their own destiny and that their situation is not dependent upon external conditions such as chance or manipulation of others. Teachers' sense of power is one index of the extent to which teachers believe that the school has empowered them to make professional decisions (Seeman, 1959; Sweetland, 2001). Their perceptions are

apparently correct because they are likely to suffer no consequences (Sweetland, 2001).

Yet, this sense of power creates powerlessness. Teachers who berate students do not encourage learning. Rather such educators create hostile climates (McEvoy, 2005).Some students may ignore a bullying teacher to avoid being victims themselves. Others may not report a teacher who bullies students for fear of retaliation such as receiving a bad grade on an assignment or not receiving help with class work (McEvoy, 2005). Somehow students must feel safe enough to dialogue with teachers and school officials concerning their fears of reprisal (McEvoy, 2005).

In *Breaking the Silence: My Final Forty Days as a Public School Teacher,* Hernandez (2014) shares her experience with an inner city African American female student who was verbally abused with hate speech by a teacher during an afterschool extracurricular activity. The female student along with other students stayed after school for Zumba class that was instructed by a white female. While exercising, the Zumba teacher told the group of participants to, "Dance, monkeys, dance!" (Hernandez, 2014, p. 3). After sharing what happened, Ms. Hernandez inquired if the student was certain that she heard those exact words from the Zumba instructor. The student told Ms. Hernandez how upset she was by a statement that the Zumba teacher made to the group during the class. The student continued to share the remainder of the conversation with Ms. Hernandez. Because of the initial statement, the students were filled with anger, and they began to stop dancing all together when "they

were told to resume dancing or they would be kicked out of the club."

(Hernandez, 2014, p. 3). This narrative represents a population of teachers who

abuse their power and authority as instructional leaders to insult students leaving

them feeling powerless and afraid.

Currently, researchers are critically examining how students of color are

being disproportionately disciplined, suspended, and expelled from school at a

three to one ration than their white peers (Alexander, 2012; Thomas, 2015). A

study conducted by Hunt (2015) suggest when teachers harbor subconscious

racial bias, they are more likely to implement more harsh punishment against

Black students than White students. The study consisted of 53 White K-12

female teachers with an average of 14 years of teaching experience. Each

teacher was provided with a record of a hypothetical student that included a

cultural perpetuated name and detailed information of two minor misbehaving

offenses. For instance, a hypothetical name would be Deondre or Malik, other

hypothetical names were Hayden or Conner. According to the study, on an

average the participants responded the same way toward the first offense of each

hypothetical student. However, the teachers responded with more harsh

penalties regarding the second offense for those students whom they perceived

as Black (Deondre and Malik) and were more apt to label them as

"troublemakers." Hunt (2015) addresses this issue as the "Black escalation

effect" which represents how the teachers perceive that Black students are more

of a threat to the classroom than their White peers. Furthermore, the study

shares that the issue is not only the names of Black students, but it is the level of

Blackness each student posses that determine harsher reactions. It was noted from the teachers who provided their own report, that they could see themselves suspending the Black student in the future because they felt more troubled over the second offense. Overall, the study addresses how cultural stereotypes and implicit biases toward students of color continue to be of great concern and is calling for in-service and pre-service teachers to have fair and equity disciplinary actions for all students.

Student-to-Teacher Violence

When such dialogue does not occur student-to-teacher violence can result. Some research associates teacher victimization in American schools are associated with oppressive political policies in congested city settings. In contrast, lower rates of school violence are associated with resources for professional development, experienced and well trained administration, and a positive school climate (Reddy, Newman, DeThomas, & Chun, 2009). Teachers believe when school climates are healthy and inclusive students are less likely to portray acts of violence against them (Russell, Day, Ioverno, & Toomey, 2016).

Other research might find issue with the above contextual differences. For example, a study conducted by McMahon, Martinez, Espelage, Rose, Reddy, Lane, Anderman, Reynolds, Jones,& Brown (2014), explored teacher victimization in all three geographic locations (urban, suburban, rural) that included 2,998 K-12 teachers who experienced victimization in public schools across 48 states in America. Of the participants 81% were White, 9% African American, 4% Latino, and 5% Other/Multiracial. The average age of

participants were between 40 and 46 years old with 83% being female. According the web-based anonymous survey of teachers who were victimized, 44% were urban, 36% were suburban, and 18% were rural. Each teacher had the option to choose from eleven different offenses (obscene remarks, obscene gestures, verbal threats, intimidation, internet victim, theft of property, damage to personal property, objects thrown, physical attack- no physician visit, physical attack-physician visit, and weapon pulled) of victimization. In addition to the eleven options participants were asked to choose if the offenses were perpetuated by a student, parent, or colleague.

The purpose of the study was to investigate the prevalence of teacher victimization in public schools and to examine if demographics play a key role in the aggregate of teachers who were victimized. The eleven options were categorized into three components: harassment (verbal threats, obscene , cyber bullying); property offenses (theft or damage to property); and physical offenses (objects thrown at them, physical attack without physician visit, physical attack with physician visit). The study found that 80% of teachers reported being victims of harassment, 92% reported being victimized by a property offense, and 90% physical offense by a student. Overall, the teachers report that 94% of the victimization was from a student, followed by 26% harassment, 2% property offense, and 2.5% physical attack from parents, and 12.3 % harassment, 7.75% property offense, and 5.5% of physical offenses from colleagues. Results from the demographic of the teacher victimization assert that teachers are being victimized at the same rate across all three demographic areas: 28% rural, 32%

suburban, and 37% urban (McMahon et al., 2014). The findings suggest that there is not a significant increase of teacher victimization in rural, suburban, and urban public school settings.

Irrespective of geographical differences, as in the case with student-to-teacher bullying, according to Hood (2012), "teachers who have been assaulted by students are often reluctant to talk about it. Some have legal cases pending against their districts, while others simply…want to put the incident behind them" (p. 2). A former Chicago Public School (CPS) teacher, shared with the *Tribune* that she was at her desk when she was attacked by one of her students. She believed that the student was angry because of a bad grade received on a recent assignment. As a result, the student hit her in the face and "proceeded to smash her head numerous times into the chalkboard before help arrived" (Hood, 2012, p. 2). Incidents such as this are not isolated. Rather, they are occurring more often than not, and scholars, community leaders, and elected officials are taking interest (Robers et al., 2015).

Teachers can experience many diverse forms of school violence, which range anywhere from rare but serious offenses, such as battery or murder, to frequent and pervasive experiences of theft and verbal threats and/or abuse. According to Espelage, Anderman, Brown, Jones, Lane, McMahon, Reddy, & Reynolds (2013), teacher "victimization has been found to be associated with fear, physical and emotional symptoms, impaired personal relationships, and impaired work performance" (p.77). Teacher victims are often left with feelings of insecurity, depression, and anxiety. Moreover, physical and emotional stress

takes a toll outside of school, in personal and social relationships. In contrast, when teachers have been trained to face victimization by students to the best of their ability (possibly by being involved in restorative, rather than retributive practices), teachers are less likely to suffer emotional and psychological pain and are more apt to become resilient (Espelage et al., 2013).

The Context of Violence Against Teachers in Rural Areas

Because rural areas are sometimes low in population and teachers know students on a more personal level, it is assumed that violence against teachers is less likely to occur (Dail, 2015). However, in a study conducted by Zimmer (2012) in rural Alberta, Canada posits that rural teachers are experiencing violence in classrooms too. The study consisted of 68 teachers who have taught from 1 to 20 years in Alberta. Specifically the study points out that 20 teachers experienced violence from students, one to three times; six teachers experienced violence from students four to six times; four teachers experienced violence from students, seven to nine times and six teachers experienced violence from a student ten or more times throughout the course of their career in Alberta. Also the study shows that the most common offense was verbal abuse that included: insults and name calling, obscene gestures intended to offend, and statements or remarks for the intent of character assassination. In addition to the verbal abuse, 44 respondents reported very little physical attack by student and 11 respondents reported an occasional attack by a student (Zimmer, 2012). Although it is underreported by scholars, this study examines how rural teachers are using their narratives to address teacher victimization. In conclusion, over half of the

research participants in the study said that violence against teachers is on the rise

and will continue to increase within the next five years.

   In 2015, a student in rural Louisville, Kentucky, attacked a teacher while

other students capture it on video. Although the report does not state what was

said by either party, before the physical assault, there were witnesses who

attested to how it began. According to Leonard (2015), the altercation began

with the student asking the teacher a question and the teacher and student started

to argue. At that point, the teacher began to write a referral on the student.

When the student realized that she was being written up, the dispute escalated to

the physical attack and that is when other students pulled out their phones and

started to record. The video captures the female student hitting and punching

the female teacher in the face several times. Students told the reporter, "they

were shocked to see it happening and that's why at least one classmate started

filming." (Leonard, 2015, p.1). Although the video did not capture the entire

episode, it did capture the end in which it shows the student hitting and

punching the teacher. A junior at Ballard high said, "You don't expect

something like that to happen in the classroom," he continued," this is the first

time something like this has happened at Ballard while I was here." (Leonard,

2015, p.1). The attack ended when school security was called to the classroom

to remove the student and the report said that the teacher was left untreated.

The Context of Violence Against Teachers in Suburban Areas

Testimonies of rural teachers experiencing violence are equally important as suburban teacher attacks. A recent act of teacher victimization occurred at Plainfield Central High School which is located in the southwest suburb of Chicago, IL. The incident included a male student who threatened his teacher via social media (Fabbre, 2015). The threat on instagram contested that the student would stab the teacher if he did not get a perfect score on an assignment. As soon as administrators became aware of the threat, the student was immediately suspended and removed from the teachers roll. Prior to the instagram threat, the same student posted two videos on the internet and the student commented on the video expressing outrage and anger toward the teacher. After the infractions of the student, he remained enrolled at the school. This prompted the teacher to request a no-contact order because she feared for her life (Fabbre, 2015). The high school teacher perceived the student be a very violent person who blamed her for his academic failures. During the previous year, the same teacher sought an order against a different student who posted online threats against her. The student was suspended for 10 days and the board members optioned to send him to an alternative school. Because of the escalation of school violence and mass shootings districts can no longer take threats lightly. As of February 2015 the student no longer attends Plainfield Central High School.

A different incident of violence toward a teacher and a teacher's assistant in a suburban area. According to Sturtz (2016), a 16 year old males student was

on his cell phone during instructional time at a high school in Syracuse, New York, when the teacher requested that the teen put his cell phone away. The teacher approached the teen after she noticed that he was not putting it away and as the she got close to him, the teen punched the 37 year old female teacher in the mouth. Immediately, the 57 year old female teachers' assistant intervened and the student punched her, too. Both educators complained of "severe pain to their mouth and jaw" (Sturtz, 2016, p. 1) and requested that the teen be arrested.

The Context of Violence Against Teachers in Urban Areas

It is not a cut and dried situation to study student violence against teachers in an urban setting because, as earlier suggested, regardless of some teachers' altruistic motives and others abusive behavior, the culture of poverty can morph into violent outbursts. They must be dealt with, but such violence is rooted in something much more complex that just a simple teacher/student altercation. Urban school communities that are impoverished are loaded with complexity, having serious implications on families. Often, urban poor children live in single parent homes because their fathers are incarcerated due to a system of mass incarceration designed to trap people of color who are over represented in urban areas (Maurer, 2006). Jensen (2009) asserts that there are four components that impoverished families experience, "emotional and social challenges, acute and chronic stressors, cognitive lags, and health and safety issues" (p. 7). (Also see: Klebanov & Brooks- Gunn, 2006). Various studies make clear that "poor children have fewer and less supportive networks than their more affluent counterparts do; live in neighborhoods that are lower in

19

social capital" (Jensen, 2009, p. 8), which prohibits a fair chance of success in life and a possible defiant attitude toward authority symbols. Although childhood should be a time of fun and joyful exploration, impoverished children are denied this opportunity. Instead, they tend to spend time wondering why they are demonized by mainstream society and perceived as criminals (Davis, 2015).

Thus, high levels of population density, institutional racism, social segmentation, socioeconomic inequalities, and problematic funding levels all contribute to the urban learner's anxiety (Gallagher et al, 2011). The apprehension that urban students have of being judged by low-test scores can often produce fear and humiliation (Ladson-Billings, 2006). Moreover, in urban neighborhoods, students often attend schools that are organized on a prison model (Alexander, 2012). They enter buildings with armed police officers as their first human sight and are required to walk through metal detectors, and if they go off, students are openly, immediately, and publically searched. Officers constantly patrol the overcrowded hallways of dilapidated buildings. Students are forced to sit in overcrowded, uncomfortable classrooms where they are given didactic assignments geared toward high-stakes assessments.

When students break school district rules, they are often excluded from school, sometimes illustrating the black/white discipline gap (Gregory & Mosely, 2004). Exclusion is a process involving stages and procedures that are set up and regularly altered to deliver, in principle, a fair system that teachers and specialists can manage (Ashurst & Venn, 2014). Fixed-term suspensions are

usually for three to five days, depending on the severity of the behavior,

although it should be noted that for the most part the disruption would be low

level talking, moving around the classroom, laughing, talking back to teacher,

swearing, refusing to work, and so on. This kind of behavior is particularly

challenging for staff members who may not have received any additional

training or support for experimenting with alternative means, such as the earlier

mentioned restorative practices, which, through mediation, are aimed to keep

students in school (Gazeley, 2010; Haney, Thomas, & Vaughn, 2012). When

students experience academic exclusion, they miss out on a significant amount

of education, become isolated, and are less likely to attend college. Hence, they

are prone to perpetuate the cycle of poverty which can affect all of their

relationships in myriad ways, including fomenting student-to-teacher violence.

    For instance, a newspaper report shares that two students at Como Park

High School in St. Paul, Minnesota, assaulted a teacher in an urban area.

According to Jany and Sawyer (2016) the two 16 year old male students walked

into the classroom of a male high school technology teacher and attempted to

disrupt the classroom. Because the students were not on the teachers' roster, the

teacher immediately instructed them to exit the class. While attempting to escort

the teens out the classroom, "one punched him on the chin, while the second

punched him in the right eye." (Jany & Sawyer, 2016, p.1). Both students and

teacher ended up on the ground and the brawl spilled into the hallway. Other

students in the classroom videoed the incident and posted it on social media.

The teacher shared that when he hit his head on the floor he "briefly lost

consciousness." (Jany & Sawyer, 2016, p.1). After the situation was investigated it was shared that the two students were looking to assault another student in the teachers' classroom because of a bad drug deal among the students. While charges against two students have been filed, the teacher is recovering from a surgical procedure that consisted of staples that were used to close the wound on his head. This particular narrative sparked racial tones in the community and by Black Lives Matter supporters because the teacher was a white male and the students were African American teens.

Situating the Study

A Selected Review of Literature

Many studies discussed in this chapter include work that focus on student violence toward teachers and need not be restated here. However, additional works are noteworthy and deserve mention. Some cover a wide geographical reach beyond the United States' borders illustrating the importance of student violence against teachers and its aftermath. One mentions the gender differences from teachers in France and Belgium. It highlights that verbal victimization is the most prominent form of violence, likely leading to educators leaving the profession (Galand, Lecocq, & Philippot (2007). In Canada, Wilson, Douglas, and Lyon (2011), find that one-third of the teachers studied particularly women, felt afraid, at least occasionally. These qualms extended to assaults not necessarily personally against them but other educators, as well. Such feelings resulted in exaggerated absenteeism to which the researchers recommended physiological support. Dzuka and Delbert (2007) focus on

violence against teachers in Slovakian vocational secondary schools and reported that 56% of teachers in the sample feel unsafe, which had caused them to believe the world unjust.

On the domestic front two studies particularly center on the fear of pre-service and practicing teachers who believe they have received inadequate training to deal with the highly stressful repercussions of violence against them (Klassen & Chiu, 2011; Martinez, McMahon, Espelage, Anderman, Reddy, & Sanchez, 2016). Unfortunately, "burnout, depression, poor performance, absenteeism, low levels of job satisfaction, and eventually, the decision to leave the profession" (Alonso, López-Castedo, & Juste, 2009, p. 404) for these ill-equipped educators is often common. Kondrasuk, Greene,Waggoner, Edwards, and Nayak-Rhodes (2005), investigating attacks from urban, suburban, and urban areas, find that attacks derive largely from male and female white students against white teachers. But their schools' preventative measures had a significant impact on the rather low rate of occurrences.

Some qualitative studies from the U.S. emphasize the importance of school managers reactively attending to teachers' multiple negative reactions to the more overt forms of violence against teachers (excluding verbal abuse). They experience, "grief, hopelessness, numbness, and emotional turmoil" (Daniels et al., 2007, p. 654). In particular, another investigation deals with Critical Incident Stress Management programs that had a positive effect on teacher and staff recovery (Morrison, 2007).

Some qualitative research also covers the student-to-teacher violence issue. Shernoff, Mehta, Atkins, Torf, and Spencer (2011) dub a selection of elementary urban teachers' responses' to violence from students as "on-the-job-retirement" manifested in calling in sick and a general listlessness (p. 61).Through phenomenology, Hemphill (2008) exposes the lived experiences of nine teachers in a suburban school in the United States and how their perception of global violence (media, culture of violence, parental control), school violence (peer, administration, teachers), and individual responses toward violence. The findings suggest that several participants began discussing violence on a larger scale before they began to speak about violence in their schools and how global violence has the strongest influence in education. For instance, the participants shared how the media and news broadcast perpetrators of the violent act constantly. The results also suggest that those who were exposed to school violence believed that relationships and power are common factors in violence in schools. Respondents felt that developing models of healthy social skills with peers, administration, and teachers and being more sensitive to at risk students can reduce the level of school violence. Lastly, the least amount of participants felt that their individual thoughts on violence were not an important factor when combating school violence. Because of the teachers individual response to violence, they felt more comfortable having an open conversation about violence in the classroom and provided a safe space for students to share their concerns as well (Hemphill, 2008).

Another phenomenological study conducted by George (2013) consisted of 25 secondary educators who experienced violence in an urban school district in California. The purpose of the work was to explore how teachers with 3 to 5 years of teaching experience dealt with violence directed toward them. The acts of violence consisted of being physically assaulted (pushed, bitten, threatened with or without a weapon, harassed, scratched, kicked) or verbally abused (harassed, threatened, name calling, insult). Teachers were asked in a semi structured interview what they thought the cause of the violence toward them and how they think violence against them can decrease. Five themes emerged that focused on lived experiences of violence against 25 educators which were: lack of parental support, being unprepared, poor administrative support, disrespect of students, and a lack of supportive policies for teachers. The lack of parental support and the inability to control their children spilled over into schools and classrooms. The 25 educators felt that if the previous themes are not addressed, violence against educators will continue to exist at a high level (George, 2013).

To continue the depth covered in the qualitative studies, this study will address how teachers' violent experiences by students can be traumatizing. It is important to unearth teachers' stories of violence and trauma in schools, as they are told and retold in interviews. Often teachers enter the profession without a guide to assist with the daily qualms of being an educator. Schubert and Ayers (1992) address teacher "lore" as narratives told by teachers to further teacher knowledge. Moreover, they attest that teacher narratives provide teacher spaces

for strategies and methods for overcoming challenges in the classroom for which teachers are not trained. Furthermore, teacher spaces encourage a dialogue among educators that provide comfort and support for novice and seasoned teachers. In this context, teacher narratives of violent encounters with students will make a contribution to the profession by contextualizing teachers' experiences in this area.

Conclusion

Research suggests that more teachers are becoming victims of verbal abuse physical assaults in urban, rural, and suburban schools. According to Espelage et al., (2012) factors commonly associated with teacher victimization include the location of the school (e.g., urban, suburban, rural), the school level (e.g., elementary or secondary schools), and whether the school is public or private. Although some research indicates that violence in these three areas is equally apparent, secondary school teachers were more likely to be victimized by the two previous components than elementary school teachers. Furthermore, teachers from public schools are more prone to victimization than those from private institutions (Espelage et al., 2012). This can cause a huge drain on teachers' ranks and dissuade other new teachers from choosing to work in such areas. More research is needed to understand how a teachers' remain in the classroom after a direct contact with school violence.

CHAPTER TWO

Theoretical Lens

Chapter One situates this study by identifying three forms of violence that occur in schools, and showing how varying forms of violence and oppressive power structures in schools can lead to more student-to-student, teacher-to-student, and student-to-teacher violence. This chapter provides a background on trauma, examines trauma and schools, and discusses possibilities for recovery and coping for teachers who have self-identified an act of violence against them by a student as being traumatic.

Well-known expert on the subject of trauma, Judith Herman, says that a traumatic experience is overwhelming and can hinder the basic activities of life. Herman states, "Unlike commonplace misfortunes, traumatic events generally involve threats to life or bodily integrity, or close personal encounter with violence and death" (Herman, 1992, p. 33). In the last 30 years, there have been strong debates about specific types of trauma and exactly what constitutes a traumatic event. Herman's work on trauma is revolutionary in the psychiatric field, and her work is a major component in the theoretical debate. She posits that a person is traumatized if they feel traumatized by an event.

Twentieth-century literature tended to focus on historical, trauma, and was limited to events such as Slavery, the Holocaust, Vietnam War veterans, and daily sexual abuse (Herman, 1996). However, Herman (1992) advocates that more contemporary definitions of trauma consist of life-threatening phenomena and threats to psychological integrity. According to Suleiman

27

(2008), a breakdown of how trauma affects the brain "would be that a traumatic event— or 'traumatic stressor'— produces an excess of external stimuli and a corresponding excess of excitation in the brain" (p. 276). When this happens the brain senses an attack and is not fully able to process the event. Furthermore, the brain attempts to respond with various coping mechanisms, including dissociation, self-numbing, depersonalization, derealization, and avoidance. This broader explanation is used through this dissertation, because those who are traumatized in any situation experience the same psychological threat as someone who has been traumatized by incest, rape, domestic abuse or combat in warfare.

According to Levine, Laufer, Hamama-Raz, Stein, & Solomon (2008),trauma happens when a person's normal instincts are stifled and the nervous system responses are not allowed to normally sequence all the way through. This process will produce an emergency and the traumatized person freezes. Unable to release energy to the nervous system safely, the stimulation stays in the body and can possibly lead to post-traumatic stress disorder (PTSD). When this happens, the system becomes more sensitized due to the undischarged energy. As one can imagine, holding this energy in the body has a very disorganizing influence physically and psychologically. It disorganizes the nervous system, and negatively impacts how the individual processes information (Mueser, Lu, Rosenberg, & Wolfe, 2010). The victim becomes energized and constricted at the same time, and each time the person get into a state of physiological arousal, the thought, feelings, and sensations connected to

the trauma tends to get restimulated. It is thought that in PTSD, there is a

cycling back and forth between hyperarousal and the freeze response (Cori &

Scaer, 2008). This may show up as alternating between a highly sensitive,

reactive state, and numbing.

      Clinical psychologist Van der Kolk (2014) provides a better

understanding of how overwhelming experiences of trauma affects the psyche of

a person, and how trauma transitions from an emotional state to a physical state.

In *The Body Keeps the Score*, Van der Kolk explains that trauma does not

happen solely during the traumatic event. It also leaves an impression, an

impact on the physical, mental, and emotional well-being of the person. The

impression that is left creates ongoing impairment and alters daily living. Van

der Kolk (2014) believes that trauma reorganizes a person's cognitive

perceptions. Not only does it change the way the victim perceives the world

around them, but also it stifles their capacity to think. Clinicians have

discovered that assisting victims with words and phrases to help describe what

actually happened is meaningful, but it does not provide a full explanation of the

entire traumatic event. When stories of trauma are shared it does not further

damage the physical and emotional well-being; it protects the body and mind

from possible future acts trauma. In order for authentic change to take place, the

body must feel that it is safe and away from danger. Trauma experts are

exploring better ways to understand trauma and the healing process so that

practitioners can serve patients with more productive methods of helping them

feel safe so they can heal.

It is believed that the traumatic event in and of itself is unbearable, and has a beginning, middle, and end. After trauma the world becomes sharply divided between those who know about the specific event of trauma and those who do not. People who have not been through the same experience cannot be trusted in a sense because they cannot understand it. McNally (2005) asserts that the memories or psychological effect of trauma cannot be detached or subdued. He believes the more severe the traumatic experience is, the more the survivor will remember it and will most likely never forget it.

Those who do not forget the trauma tend to cope by utilizing different components of dissociation such as a disruption in memory, identity, or consciousness. Herman (1992) explains dissociation as a moment in time in which a person's reality is significantly changed, a state within a state in which reality is altered, but the person stays in contact with the overwhelmingly life-changing experience. In fact, this duality is a normal and sometimes healthy way of coping with trauma that many individuals use in stressful situations. According to Van der Kolk (2014), dissociation is a coping device to deal with traumatic events and situations that would otherwise overwhelm the individual and make functioning difficult. In addition, Epstein (2013) suggests that dissociation is how the personality protects against becoming fragmented. It does this by withdrawing from that which it cannot bear. The shocked self is sacrificed, sent to its room for an endless time-out per se; it is shunned, split off, shut away, or otherwise quieted. The unbearable nature of its ordeal is more than can be handled, more than can be processed, and certainly more than can be

understood. In order to move forward in life, the psyche guards the feelings and dissociates its alarm. With trauma, the problem is that the dissociate aspects of the self do not go away completely. In addition, coping mechanisms such as dissociation may become dysfunctional if it prohibits a person from thinking clearly, remembering, or having the mental capacity to manage challenging moments in life.

One reaction that a traumatized person can experience is self-numbing. Cori and Scaer (2008) describes self-numbing as a state that individuals experience after trauma has occurred. Some experiences in life can be so terrifying that they cause one to feel like a stone and they block out the event. In this state, the victim is numb to their feelings, and is not reacting to what is going on. They are not being emotionally present in time, or they begin acting automatically without thought. The traumatic experience is too horrifying to feel, so the survivor shuts down.

Benjamin and Carolissen (2015) provide an example of self-numbing when they explored how one person reacted to the trauma of a murdered spouse. The study examined how the widow, Faith, reacted to the unexpected death of her spouse due to the growth of violence in a low-income community. When Faith was asked to share details about her traumatic experience, she chose to share some encounters of violence and neglected to mention others such as the murder of her spouse. Her choice to not speak of the murder at all suggested that self-numbing and disconnection were primary coping mechanism for her trauma. According to Benjamin and Carolissen (2015), Faith showed very little

emotion and had a consistent soft tone when the narrative of her husband's death was spoken of; she continued to have to experience self-numbing a year after the incident. During the time the research was conducted, Faith's memory was minimized by fear because she was facing gang retaliation in the same community in which her husband was murdered. Her narrative highlights how self-numbing can be a reaction to trauma which can sometimes be easily masked in an environment where people are struggling to survive. Without having access to the unspoken details of Faith's story, it would have been easy to assume that, like many others, she appears to be coping well in her daily life.

Another possible reaction to trauma is the experiencing of depersonalization, a form of dissociation. According to Brier and Scott (2015) depersonalization is when a person perceives alienation from their own body. When this happens, the individual may feel separated from her/ himself (e.g., "Who am I? Why am I here? I have no purpose."). Occasionally, parts of the body seem foreign to individuals with depersonalization disorder. They feel as though they are floating above themselves, watching the traumatic event as an observer. The emotional state is also disproportionate or distorted, and individuals experiencing depersonalization may report feeling mechanical, dreamlike, disoriented. Individuals who suffer from depersonalization are aware of these distortions, which are disturbing and frightening, but are not exactly sure what the experience is. They may also experience feelings of being detached or disconnected from their body, at a distance, or feeling as if their

body is not their own. In some instances, depersonalization makes an individual feel ghost-like and inhuman, as if they are floating in the air.

Depersonalization can also be accompanied by derealization, the feeling that the external world itself appears unreal and strange (Brier & Scott, 2015). When derealization is occurring a person may feel if they are an actress or actor in a movie which represents an unreality of their surroundings and unfamiliarity with the world. For instance, they may feel that the basic life essentials are for others and not for them, such as holding a job or caring for someone. They may feel invisible, as if they can see someone, but the person cannot see them. They may also feel as if they are a "fly on the wall". Symptoms such as these can last a moment, or occur for years. Although people of all ages can experience derealization, this disorder is most prevalent in adolescents and young adults and rarely occurs to those older than 40 years. Depending on the severity of the trauma, some may experience either or both depersonalizations and derealization.

When victims of trauma have feelings of isolation and hopelessness, they may avoid the place where the trauma happened, or the people who caused or are associated with the trauma. According to Brier and Scott (2014) an individual who has experienced trauma "must engage in some level of avoidance in order to deal with otherwise overwhelmed memories, thoughts, and/or feelings." (p. 81). Not only is avoidance natural, it is helpful in recovering from the overwhelming experience. For instance, when a traumatic experience happens at work, it is normal to take time off or avoid going into work for a

33

couple of days. Or if a person was traumatized by an altercation with a neighbor, it is normal to avoid all interaction with the neighbor for a period of time.

While some may experience individual trauma, others may experience community trauma. This is described in a study by political scholars Sousa, Haj-Yahia, Muhammad, Feldman, Guy, and Lee (2013), who explored the political trauma of race and class in low-income communities. They believe that trauma is no longer limited to internal and individual traits. It has progressed to an analytical perspective that examines the external behavior of both the individual and the community. For instance, communities of color have fewer resources that will aid in a healthy lifestyle. Resources such as employment opportunities to earn a livable wage, adequate housing, community centers for recreation, adequately funded schools, grocery stores, and healthcare clinics in close proximity are not readily available in these communities. People who live in these communities believe that the differences in resources of urban and suburban areas are due to societal politics. Therefore, the conditions of low-income communities can result in political trauma, and plays a significant role in the stresses and anxiety of individuals who live in them.

Trauma and Schools

With the epidemic of school violence in both urban and suburban areas, researchers and scholars are beginning to explore the trauma that happens after the violent act. Trauma in schools can include an array of situations. Greenway (2015) conducted a study about how teachers responded to the death of a

colleague that occurred on their school campus. This study was guided by the metaphorical paradigm from White and Epston's (1990) writing of narrative therapy. The metaphor that is used to describe this particular traumatic event is "the thunder of students' footsteps", which reflects the concerns that teachers have about the anxiety and physical needs of students during the stabbing of a teacher. The metaphor was coined from a description that a head teacher gave to investigators after the stabbing happened. The teacher shared with the deputy police that she knew something horrible had gone wrong when she could hear the steps of students "thundering" pass the gates of the school approximately 30 minutes after school had let out.

The findings from Greenway's study suggest that the teachers who experienced trauma experienced sensory overload and become engulfed with overwhelming fears (Greenway, 2015), even if only for a short period of time. The overwhelming experience took a toll on teachers, and they found it challenging to continue to teach in the same building where the trauma occurred. The changed mindset of teachers, from before the traumatic event to after, resulted in a decrease of school attendance of students, a lack of accountability for teachers, and lack of interest of academics for both. Some teachers and staff members retaliated against students by excluding them from projects, extracurricular activities, and expulsion for minor offenses. Other teachers became easily irritated with students, which lead to screaming and yelling at them during instructional time. In this study, staff members and students shared

feelings of being unsafe, which lead to some students feeling the need to carry weapons to school.

   With the unfortunate situation of the death of a colleague described above, teachers immediately recognized that they had experienced a life-changing event. In the aftermath, they had a mixture of emotions, feelings, fears, and concerns. While some sought support from the school psychologist, others had support from family members. As they attempted to recover, other incidents triggered associated symptoms, resulting in a high turnover of teacher attainment. Although some teachers eventually left the school, others had a desire to stay at the school and do what they enjoyed, which was teaching.

   In an attempt to create a physically and emotionally safe space for staff and teachers with respect of their anxieties, administrators and districts are exploring the creation of policies for schools. However, these policies can only become effective if schools, and the people who occupy them acknowledge the trauma. Moreover, due to the high level of trauma of students, school districts are now piloting trauma-sensitive schools in which children who are traumatized by experiences of violence can heal and learn to become more successful in school (Cole, Eisener, Gregory, & Ristuccia, 2013). A trauma-informed school requires collaboration between all who touch the life of a child. However, this mission is not extended to teachers who have been traumatized by the act of a student. School resources must be expanded to include social workers, and there should be adequate counselors for both teachers and students who have been traumatized. Although violence is not a new issue in schools, the high level and

nature of violence in schools are new. Schools cannot continue to search for external agencies to deal with internal issues. Schools must develop a partnership with local agencies, community leaders, and elected officials to deal with the increasing violence and acknowledge the trauma that accompanies the violent act.

Resilience

Some individuals who have experienced trauma in life can recovery through the capacity of being resilient. According to Cori and Scaer (2008), resilience is the "ability to bounce back and recover quickly from an overwhelming experience" (p. 20). This happens when a traumatized person has the ability to bring their physiological arousal back into balance, physically and psychologically, after it has been activated, and this state normally leads to what is called resilience. Resilience is more than just an anecdote to mental health. It also refers to the recovery of the nervous system. Specifically, Cori and Scaer (2015) believes when the nervous system is jammed and overwhelmed, it does not have the resilience in the moment to skillfully deal with more stimulation or challenge. Although the physiological resilience can refer to functioning of the nervous system in a particular moment (resilience as the capacity to recover quickly), it is more commonly thought of as a capacity of the nervous system to continually rebalance or reconfigure itself overtime (resilience as an outcome) (Lepore & Revenson, 2009). When a person has been trained to deal with trauma, the nervous system stays intact and resilience occurs.

Research studies about those who have survived trauma, suggest that a combination of psychosocial behaviors contribute to resilience after a traumatic event. The narrative of Amanda Lindhout, a journalist abducted and held captive by an extremist group for almost 460 days in 2008, relates how she coped and survived a life-changing and overwhelming experience (Porterfield & Lindhout, 2014). In *Healing in forgiveness: A discussion with Amanda Lindhout and Katherine Porterfield, PhD,* Lindhout humbly shares how she meditated on peaceful passages while in captivity, and had regular positive conversations with herself. Although Ms. Lindhout was abused while in captivity, she chose not to be angry, and offered to forgive her abusers. In the midst of her trauma she practiced an array of cognitive strategies to help her to cope with the trauma she was experiencing. Mindfulness and relaxation aided in her resilience. Scientific literature of the benefits of forgiveness is beginning to surface, claiming that forgiveness is a strong cognate of resilience, because it aids in forgiveness by giving the survivor an opportunity to release any hurt that was locked inside due to the trauma.

In addition to having modalities that promote resilience, it is helpful to survivors of trauma to have resilient role models. Iacoviello and Charney (2014), suggest that these role models consist of those who have experienced the same type or similar adversity as the traumatized individual. Because of the similarities of trauma, survivors can identify the role model, which offers hope for the future. Although finding a resilient model can become frustrating and tiresome because to find people who have gone through a similar trauma, when

found, "the resilient role model can be an effective way of cultivating resilience-promoting characteristics via modeling and internalizing the experience of resilience" (Iacoviello & Charney, 2014. p.4). Boxer and Sloan-Power (2013) explores children's coping after being exposed to violence and experiencing trauma. They suggest that coping is situated in the social context and is influenced by resilient role models. For instance, if a child observes an uncle being abusive and later observes how the aunt coped and was able to get past the trauma, the child is more likely to respond to trauma in a very similar manner. The study suggests that when families are the source of strain and violence for children, emotionally balanced and supportive external agents serve as resilient role models outside the family.

A similar study by Ungar and Liebenberg (2011) helps to develop a better understanding of how children cope with the parental neglect, physical attacks, institutional abuse, and other forms of violence. The study explored a cohort of children in 11 countries who were exposed to overwhelmingly stressful school environments, such as lack school resources (e.g. paper, pencils, textbooks), dilapidated school buildings, and they experienced physical attacks from parents along with malnutrition. The findings suggest that recovery occurred when children were support with resources that were culturally meaningful, such as music, dance, food, and family traditions. By introducing the variable of culture into the understanding of coping following trauma, participants were able to heal. Ungar and Liebenberg (2011) states, "access to material resources like food, education and housing, a sense of cohesion within

39

one's family, community or school, and cultural adherence" (p. 136) aided in the resilience among adolescents who participated in the study.

Recovery from Trauma

Although there are multiple ways in which people can recovery from a trauma, the following sections will address recovery through social support, resilience, and the arts. When experiencing trauma, it is common to rely on the social support from family (parents, children, relatives), friends, and or community leaders. In other cases, individuals may be resilient, and therefore recover relatively easily with little or no assistance or support. Lastly, recovery through the arts can be another possible recover model. Recovery through the arts includes, but is not limited to theater and dance, sculpture and painting, and visual journaling.

Social Support

People do not recover in isolation. Having a social support system to lean on after a traumatic event is critical, and in many instances, will be the means of survival and resilience. According to Alloy, Abramson, Whitehouse, Hogan, Panzarella, & Rose (2006), having a close relationship with someone who understands trauma and is sympathetic to the person who was traumatized, can assist with the transition from being a victim to a survivor, which can contribute to being optimistic toward life after trauma.

Some survivors of trauma recover through the social support of friends, family, and/or spiritual means. This was demonstrated in a study conducted by Sharpe (2015), which explored how African Americans cope when a loved one

is a victim of homicide. African Americans represents 13% of the nation's population, yet accounted for 47% of all homicide victims (Violence Policy Center, 2012).The research highlights the significance of sociocultural factors that are used as coping resources for families who have suffered. When trauma such as this occurs, it is normal for relational coping strategies to emerge, such as seeking help from family members and close friends rather than clinical psychologists (Constantine, Alleyne, Caldwell, McRae, & Suzuki, 2005). African Americans have a history of relying solely on each other for coping, healing, and strength after suffering from trauma (Franklin, Boyd-Franklin, & Kelly, 2006). Additionally, relying on faith-based practices of prayer, scripture reading, fasting, and church attendance serve as an antidote for African Americans who have survived trauma (Franklin, Boyd-Franklin, & Kelly, 2006).

Spiritual leaders are often called upon to provide opportunities for healing for those who have been traumatized, as well as help create meaning about the overwhelming experience (Franklin, Boyd-Franklin, & Kelly, 2006). This can assist with trauma by creating a healthy and optimistic outlook on life after trauma. Often, clergy and spiritual leaders who live in the community of individuals who are traumatized become the primary support for trauma survivors, and they are the least likely to charge a fee for services. Many studies have explored the connection between spirituality and mental health. Healthy religious or spiritual coping strategies have resulted in improved physical and mental outcomes in response to a variety of circumstances, from survivors of

41

natural disasters to the medically ill (Pargament, Koenig, Tarakeshwar, & Hahn, 2004).

Bryant-Davis and Wong (2013), who works with adult survivors of child abuse, also believe that spirituality can be an important means of recovery. Their study showed that adult survivors of child abuse utilized the clergy and spiritual leaders in their community for healing and recovery. The study included 70 African American adult survivors who were traumatized by child abuse, and had a common coping strategy of spirituality (Bryant-Davis & Wong, 2013). The strategies of coping and recovery in this study were similar to Sharpe's (2015) study—of praying, reading their Bible, and trusting that the perpetrator would one day answer to God.

A study on coping with trauma using religion was conducted with Polynesian Americans. In examining collectivistic coping styles and their association with trauma with 94 Polynesian Americans, Allen & Smith (2015) found that participants were highly likely to use family support and religion/spirituality to buffer the initial and residual effects of impairment attributable to distressing and traumatizing events, and professional emotional outlets, such as psychotherapy, were used very infrequently. The Polynesian participants in this study had been residing in the U.S. for many years, or were born and raised in the United States. They were recruited through personal visits to Polynesian cultural clubs and community associations/organizations, festivals, and family gatherings. The data indicated that Polynesian American participants most frequently reported that when confronted with stressful

situations they benefit from religious and spiritual coping (e.g., praying, meditating, fasting, actively participating in religious services, reading religious texts) and from the support of their family members (e.g., openly discussing problems with them).

While some survivors of trauma use informal methods of coping, others use formal methods such as therapy sessions with a clinical psychologist. A study conducted by Dittmann and Jensen (2014) explored cognitive behavioral therapy that was trauma-focused. The study includes 30 youth between the ages of 11 and 17 years old (7 males and 23 females) who were traumatized by the death of a parent, and violence in the home and/or school. The purpose of the study was to examine how youth view professional experiences of therapy with psychologist. After treatment was completed, participants were asked to take part in telephone interviews with clinical psychologists who were different than those who had conducted their therapy sessions. During those interviews, traumatized youth reflected and shared their experiences. The results were categorized into four themes: changing expectations, talking to therapist and sharing information, working through trauma, and change and change process. In changing expectations, 11of the participants shared that they did not think deeply about how a therapy session would go beforehand, and the remaining 17 were afraid to attend the session because the thought of sharing personal experiences with strangers was terrifying. In terms of talking to the therapist and sharing information, 25 participants believed it was easier speaking and sharing traumatic events with a therapist than a parent or another adult, because the

therapist was trained to handle the level of content shared, and conversations were confidential. The participants also believe that the therapist knew how to talk to them. Five participants believed speaking with parents benefited more because the parent knew their child.

In working through the trauma narrative, 20 participants shared that they became scared because they did not want those feelings of being traumatized to emerge again, and they shared that discussing the actual event was very emotional for them. Some felt pressured to talk about the trauma, while others thought they were passed it and did not want to go backwards. In change and change process, 25 described the therapy sessions as helpful and productive. The study suggests that the participants were more positive regarding self-esteem and overall thought process. In addition, the study showed a decrease in posttraumatic stress, depression, anxiety, and mental health issues after the trauma-based cognitive behavioral therapy was concluded.

The Arts

Art therapy, in a variety of forms, has been used as a therapeutic technique for trauma survivors. According to Schouten, Gerrit, Knipscheer, Kleber, & Hutschemaekers (2015), art therapy is a type of therapy that includes but is not limited to painting, sculpture, poetry, music, drama, and dance. With the positive reports of art therapy from clinicians and traumatized adults, more psychologists are exploring ways to implement it in during therapy sessions (Schouten et al., 2015). According to official guidelines for post traumatic stress disorder, creative arts therapies can be helpful in coping with trauma, along with

the trauma related symptoms of anxiety, dissociation, insomnia, and depression among other symptoms, for adults and children. Johnson (2009) asserts that art therapies can increase emotional stability, improve intrapersonal and interpersonal skills, and improve self-esteem.

A study by Warson (2012) posits how art therapy assisted with the healing of American Indians and Alaska Native who suffered from the trauma of a chronic disease. The goal of the study was to explore how art therapy can be used to decrease posttraumatic stress disorder after being diagnosed with cancer and surviving it. Partnering of the North Carolina Commission of Indian Affairs, an advisory committee was created to oversee the study that included 46 participants across nine tribes. The project consisted of three workshops that were overseen by committee members. Each workshop consisted of an art-based therapy model. For instance, Workshop One engaged participates in a warm-up exercise that consisted of candle lighting and prayer. Next, participants were provided water colors, paint brushes, and erasers for activity use. With those items, participants were asked to draw a healing circle and use objects such as shapes, lines, and colors within the circle to represent the stresses and pain of coping with cancer. Workshops Two and Three consisted of a different group of participants that did not do the warm up exercise, because the advisory committee did not view it as a useful activity after reviewing the feedback that was given from Workshop One. Participants in Workshop Two and Three received modifications such as fewer colors to choose from, and the

healing circle was pre-drawn instead of allowing the participants to draw their own, as they did in Workshop One.

The findings reflected how art therapy is a form of healing in the lives of Native Americans, and how it continues to be used today for the same reason. Participants found breathing exercises helpful during the activity, as relief from pain and stress. Native Americans viewed the workshops as an opportunity to reconnect a culturally relevant phenomenon, which increased self esteem while battling cancer. Painting and drawing motivated cancer survivors to visualize a lesser degree of pain and suffering by connecting with mind, body, and spirit in a nonverbal way. Participants were encouraged, and had feelings of hope and self-worth when free art supplies were given to them at the end of the workshop, for the purpose of continuing visual journaling or art therapy at home or elsewhere.

A different form of art therapy was used in a study on Holocaust Child Survivors (HCS) which explored how survivors made use of an art-based therapy called the Testimony Theater project(Peleg, Lev-Wiesel, & Yaniv, 2014). The project is a tool in which actors work on their own personal trauma histories, and their stories are woven into a collective stage performance. Testimonial theater pays attention to the delicate movement between enlivenment of the traumatic memory and distancing from it (Thomas & Jaque, 2011), which is a major process of drama therapy (Jones, 2008).

The Testimony Theater project brought together Holocaust survivors and youth from the same community (often including the survivors' grandchildren)

for weekly meetings over the course of one year. During the initial months, the groups gathered to concentrate on group bonding, so that the group posed a *safe place*, enabling the sensitive survivor testimony process. In the second phase, testimonies were collected gradually, in an ongoing process, in the presence of the third generation and with the guidance of a drama therapist, using theatrical mechanisms such as improvisations of role-play, play-theater, and playback-theater, among other drama therapy exercises.

The goal of the Testimony Theater is to give survivors of trauma an opportunity to tell their story in the manner that they chose to, and provide therapy while telling their story. HCS asserted that they were getting older and they wanted the following generations to know exactly how they felt during the time the trauma occurred. They had a desire to give testimony before they passed away. For some of the survivors, it was important to be the teller because they fear that, in the global situation today, there is a risk that it can happen again. The findings suggest HCS's were able to heal from the trauma of their past because the project provided a safe space for healthy recovery work. The theater project enabled HCSs to reconstruct their self-identity and find in it a positive, personal, and meaningful role (Peleg et al., 2014). Consequently, the researchers suggest that reconstruction of self-identity can occur when survivors take on a positive and empowering role, in the presence of others, within the context of an attentive, empathic, and nonjudgmental relationship. Art therapy through the Testimony Theater, gave HCSs the opportunity to regain power and provide an opportunity for the survivors to undergo a transition from being

47

identified as a number to being identified as a person. For the survivors, being a number was being nameless and invisible, but the theater project provided survivors and opportunity to become visible again.

Although previously mentioned examples do not address specifically teachers as victims, they do provide coping, survival, and recovery strategies for those who have experienced trauma in their lives. A person may utilize one or more of the previously stated coping mechanisms. From children to adults, women to men, in array of races and ethos, it is evident that trauma can happen to anyone, but how we survive and thrive is key.

Conclusion

In the past trauma was limited to Slavery, War, or Holocaust. Today, clinical psychologists are relying on survivors to self-report their traumas, which can occur in a wide variety of ways. When trauma happens, there are both psychological experiences of shutting down and physiological effects of numbing. In both instances the body is attacked and naturally guards itself from future attacks of trauma. Furthermore, many who have suffered from trauma may rely on social support, resiliency, and/or the arts as a means of healing and recovery. This study offers insight on how teachers are coping with the traumatic experience of violence in schools. The purpose of this qualitative study is to examine the narratives of teachers who have been traumatized by the direct contact of violence from students in urban schools. With narrative inquiry as a methodology, the researcher explores the models of coping and recovery that the teachers used to survive after their trauma.

48

CHAPTER THREE

Methodology

Narrative inquiry (Clandinin& Connelly, 2000) is the study of how people tell and retell stories from their past experiences to seek order, and bring new meanings to these situations. Recreating past experiences can bring new directions and purposes to the future, thereby, producing teacher knowledge from school settings. Narrative inquiry (NI) includes a range of sources for collecting data including journaling, recording participant stories, and looking in documents. In this study, I will be interested in the telling and retelling of teachers' stories of violent encounters in public school settings in order to understand how their stories of verbal abuse, physical assault, or school shooting creates new meanings that can add to teacher knowledge.

A narrative inquirer navigates in a metaphorical three-dimensional narrative inquiry space (NIS) that includes temporality, personal and social contexts, and place. Temporality situates the story and reminds the researcher to look at events as a process, not just as an event void of time. Connelly (2002) says, "Jean Clandinin and I stress that inquiry is both phenomena and method. With John Dewey we believe that experience is essentially temporal. It passes it moves" (p. 54). The personal and social context keeps the researcher in tune with conditions such as the feelings and emotions of all participants including the researcher as well as the surrounding contexts. Finally, the issue of place requires the researcher to think about the various locations of the narrator's

particular story. In this way, the researcher can draw deeply upon in depth understanding of storied experiences.

While theory drives formal scientific research, beginning with a hypothesis, NI focuses on personal experience and life stories. Generally, it begins with the research problem or "puzzle," to be investigated which is also referred to as the research question and its context in other types of qualitative research. Literature reviews and research about people and places become stories of lived lives and experiences. Every person comes to narrative inquiry from a different perspective. Despite this somewhat vague approach, the goal of NI is to produce a defensible research project from the field notes— stories and other data sources (Clandinin& Connelly, 2000).

What sets NI apart from other methodologies is the situated experience and the landscapes on which the story is created through use of the narrative. When considering field-text to research-text, the inquirer must shift from the closeness of daily interactions and involvement with participants to a more inclusive narrative that includes all data sources. The social significance and the researcher's interpretations shape the field texts into research texts. All data sources for this dissertation will be woven into the story in a continuous way, in a manner in which the reader is not detracted from the story. The NI methodology is good for this particular study because it provides teachers an opportunity to tell and retell their stories. The narrative is organic, and the form of the entire work is vital to the integrity of the research design. Thus, NI has been chosen for this study for the above reasons. As narrative inquirers, we

study ways in which people live, coexist, and navigate through the world

individually and socially as living organisms being aware of the NIS that binds

the study. Educational experiences are viewed as the construction and

reconstruction of personal stories: teachers as storytellers of these events.

Specifically the study asks, "How have seven teachers retold the trauma of

verbal abuses and/or physical assaults while teaching in secondary urban public

school settings?" Through telling and retelling their stories, educators and

scholars alike can examine how teachers persevere in sometimes violent school

environments.

Use of Narrative Inquiry Space (NIS)

Another consideration when using NI is the idea of uncertainty. When

participants and events are interpreted as constantly growing rather than static

points of data, the inquirer must mold the narrative to incorporate this growth

rather than attempt to fix the study in one specific place and time. Interpretations

of an event must be considered in their historical contexts and location. By

doing so, new perspectives will come to light and can be integrated into the

story no matter the time or place of reading the narrative.

By staying in tune with the three issues of temporality, personal and

social contexts and place(Clandinin, Pushor, and Orr, 2007), I asked participants

to share the specific locations (place), when it happened (temporality), and the

social/educational circumstances in which it took place(context). Clandinin and

Connelley (2000) refer to the ability of the researcher to intimately join in the

narrative long enough to be able to truly grasp the many threads of events as

they intertwine. At the same time, they must be aware of their NIS reflections as they actively listen to their narrators. I understood that stories are not described and read; they are experienced and relived which allowed me to focus on the personal and social contexts in narrative space.   Because NI is central to the understanding of experience, I considered violent and abusive experiences as part of the historical as well as the present and future contexts. Narrative signs both personal and social are presented and explanations are given to create understanding and provide meaning to actions within the story as it unfolds (Clandinin& Connelly, 2000).

Data Analysis

After having participants complete their participant profile survey and recording the interviews, I began to transcribe the interviews and incorporate field and journal notes taken after each interview. As I listened to the teachers' stories, I was guided by Maxwell's (1992) usage of descriptive validity for the purpose of maintaining accuracy and insuring that the incident actually happened. Descriptive validity charges researchers to accurately report what they saw and heard (e.g. people, behaviors, expressions, objects, time, place, and settings), because descriptions are vital to NI. I noted the location of the interview, the time of day, and the day the interview took place. I observed the teacher teaching if I arrived at the school earlier than scheduled. I noted facial expressions, pauses and tone of respondents as they told their stories of being traumatized by violence as teachers.

Participants

My goal was to recruit participants who worked in school communities where each one was a direct target of verbal abuse or physical assault from a student and perceived those incidents as traumatic. After speaking with several teachers through various methods of correspondence (text, email, telephone conversations), I narrowed my selection to seven specific teachers. They all experienced verbal or physical abuses while teaching and moved on with their professional lives. After I explained the study, all participants agreed to tell their stories. Additionally, I explained what was expected of them.

Participant one (Kim) is an African American alternatively certified[1] female high school teacher and third year Senior Sponsor[2]. She had an incident of verbal abuse with a male student at her high school. Participant two (Brandon) is an African American long term male substitute who earned a doctorate in chemistry and was "shocked" after a female student used profanity toward him. Participant three (Shirley) is an African American traditionally certified[3] female teacher who previously taught in a high school where verbal abuse seemed to be something that occurred on a "daily basis as if it were a part of the daily routine."[4] Participant four (Amy) is an Asian Pacific-Islander alternatively certified female teacher with two years of teaching experience who

---

[1]Alternatively Certified is a certification with a non-teaching degree.
[2] Senior Sponsor is a person who is designated to work with the senior class with graduation requirements   and school activities (field trips, ordering of academic regalia, luncheon, graduation invitations, senior class and individual pictures).
[3]Traditionally Certification is a certification with a teaching degree.
[4] Verbal abuse from students that occurred daily or every other day.

was constantly verbally abused by her students. Participant five (Raquel) is a White traditionally certified female teacher with five years of teaching experience. Raquel was raised in a Christian home with a dad who was a pastor. She was in disbelief when she was verbally abused and physically assaulted by a student. Participant six (Jennifer) is a White traditionally certified female teacher with many years of teaching who experienced verbal abuse and an assault with a weapon during her tenure. She and her husband have been educators for over fifteen years. Participant seven (Jay) is an alternatively certified male African American who experienced physical assault while teaching. He was a former drill sergeant in the military before becoming a teacher.

When the date and time of the face to face interview was decided, I met with the each participant and provided a letter of consent along with a statement of purpose of the study. After the consent form was signed which included the option of choosing a pseudonym, face to face interviews were conducted as the main source of data for this study. Also, they were given the option to provide at a later date, any reflective journaling experiences, ideas, or thoughts that they did not share during the initial interviews. Participants were asked to tell their stories of verbal/physical abuses as I recorded them and asked questions for clarification. After each interview, I noted information about the interview itself, any of my own feelings or observations that I had during the interview, and located it in NIS. Below are short summaries of the incidents that the seven teachers experienced.

Kim

As the Senior Sponsor, Kim was responsible for collecting funds from students for their senior activities. Approximately two months into the 2014-2015 school year she was notified by the district that support funds were being decreased. For instance, in the past the Senior Class was given $5000 from the district for senior activities. This particular year the district allocated $2000 to assist with senior activities. The decrease in financial support angered some senior students, and Kim was shocked when one student rumored that Kim was stealing and embezzling funds.

Kim recalled a second event months after the first incident. A different student tweeted abusive language, because she was upset about not being able to go to the restroom. As a high school student she had five minutes between classes to go to the restroom and take care of personal responsibilities. Instead, she had chosen to do something else with her five minutes. Because she was not allowed to go to the restroom during instructional time, the student tweeted her frustrations on social using Kim's name.

A third traumatic incident of verbal abuse occurred on a senior fieldtrip. Kim asked a student to take a photo of her and other students posing in front of a banner. The male student took the picture with Kim's phone and later told classmates on the bus trip that he saw a naked picture of Kim on her cell phone while taking the picture. Kim heard about the rumor and requested and investigation. With the principal's permission, Kim was able to speak to the

student about the outlandish rumor. She realized that she was in shock, because she thought about these incidents.

Brandon

Brandon is an African American 27 year old male biochemist who earned a doctorate in chemistry in 2014. He began his substitute teaching position during the third week of January 2015. He recalled two verbally abusive incidents in February 2015. He was returning graded work and giving instructions to students when a female student said, "Shut the fuck up." Brandon responded with, "Who are you talking to?" when he knew the student was speaking to him. Immediately Brandon got a referral, wrote up the student, sent her to the office, and that was the end.

Afterward, he was really shocked that the incident happened, and he recalled that it was the first incident in which he took the action of writing a referral on the student. As an educator, Brandon knew there were underlying issues behind that particular situation but could not fully understand why a person who was smart and intelligent would respond in such a way. Brandon believed the student was seeking attention from her peers.

The second situation involved another smart student. Brandon was preparing students for the EOI [End of Instruction Assessment]. He was returning graded work and giving the class instructions for an assignment when the student began to get upset. The student thought Brandon was being rude and used a curse word [profanity] directed at Brandon, who immediately told the student to leave. Brandon estimated the student's height to be six feet and two

inches tall and weight to be approximately 250 pounds. Immediately after the threat, the student shoved a desk and stood up as if he were ready to attack Brandon physically. The student ended up walking directly past the teacher to exit the class. Brandon wrote a referral on the student and he was suspended.

The third incident was with a female student. He overheard her saying, "Brandon is not a good teacher at all. He doesn't even know what he is talking about!" Brandon shared that the comment from the female student bothered him more than the previous incident with the male student. Then, he recalled a fourth incident of verbal abuse by a young lady who did her best to tear him down. She would say to her peers, "Y'all don't be talking to him. Brandon thinks he is important. He is not cool don't talk to him." I had a discipline problem with her with the usage of profanity and I had to put her out of the classroom." Anything she could say to ruin Brandon's reputation with the other students, she did it. This situation was real verbal abuse. Attacking Brandon's character and intellectual ability occurred every other day. He was not sure if she was secretly trying to tear him down, because verbal abuse can be hidden in jokes. She would say things about his physical appearance such as, "Oh, he thinks he looks clean today." Brandon wore khaki pant and a button down shirt. Or if he had on a name brand shirt such as Ralph Lauren, she would tell other students to not call Brandon "Mr. Polo" because that is what other students called him. The constant taunting wore him down.

Shirley

Shirley is an African American traditionally certified teacher with more than twenty years of experience in secondary education. Before this school, Shirley had been applauded as an exceptional teacher and she has had students who have gone on to become successful. But verbal abuse seemed to be something that occurred on a daily basis as if it were a part of the routine at her current school. Students would speak to her in a very negative and derogatory tone. Shirley said there were a lot of demeaning phrases which she had never experienced in teaching prior to coming to this particular school.

Shirley's episode occurred in the morning, during the second time block. It was with a female student who was a constant disruption to the class, and it did not seem as if anything was going to be done about it by the administration. She recalled how the student was disruptive and rude in class, and she wanted to be the center of attention during instructional time. Finally, one day, Shirley told the student to please be quiet and take her seat. Shirley said, "If you choose not to learn, please do not try to stop others from learning, just be quiet." Also, Shirley was advised by the principal to call her guardian on the phone. The student cursed her out in front of the entire class. She could not recall exactly what was said and she did not want to remember the exact words. Instead, Shirley felt degraded, demeaned, and wondered why she was even there trying to help people who did not want to be helped.

A second incident was shared by Shirley that consisted of breaking up a fight between two male high school students. She believed the fight was part of

a gang initiation. The fight was after school, but it occurred on school property. It began in the hallway close to her classroom. Because of the location she was able to witness the incident and said, "These two kids were fighting, ended up in my room because they were in the hallway and it was at least about thirty other kids." Shirley was disturbed when having to break up the fight between the two students. She said, "You had like two or three kids that were trying to beat up on this one kid. I just happened to be able to pull [out] one of the students who was getting hit. I just happened to pull him into my room because he was backing up and stuff. So, I just happened to be able to pull him into my room to separate him and the other kids."

Amy

Amy experienced unrelenting verbal abuse during her first year of teaching at an inner city school. As an alternatively certified teacher, she did not have a clue about what she would experience at the hands of middle school students. Currently, Amy is sixth grade communications/speech teacher at middle school. She is a 29 year old Asian Pacific Islander from the Philippians who has been in America since the age of six.

After being a substitute teacher for two and a half years, she decided to become alternatively certified. Her first year of teaching was during the 2013-2014 academic school year at a combined middle/high that served students from seventh through twelfth grades. The verbal abuse usually happened during her eighth grade class right before lunch. One female African American student would constantly berate her. For example, she called Amy a "fucking bitch"

which resulted in a three day suspension for her. This particular students was suspended twice for calling Amy a "fucking bitch." There were other students who would say things implying that she was not fit to teach. It was a challenging year for Amy, who recalled being berated once every two weeks. As a result, Amy missed several days of work. She used up all ten of her sick days and continued to call in sick after that. Amy says after she ran out of sick days she missed work a lot due to the hostile environment. She says that the school environment was toxic, and she did not receive any help from the administration.

The second incident occurred when a student attempted to leave class. Amy was trying to stop her from leaving before the end of class, and the student kept trying to leave. Amy said, "She was able to get the door open and I was trying to keep it shut. It was like a tug of war and my arm got slammed and I was bruised."

Raquel

Raquel experienced verbal abuse and physical assault from a student when she was teaching high school during the 2014-2015 academic school year. The issue focused on his constant cell phone use instructional time. Raquel asked him to put away his phone and he said "okay," but he continued to look down at his phone. He had been a discipline problem in the past, and she chose to not to write a referral. However, she did ask the student to go to the office. After she passed his desk, he called her a bitch and an idiot while exiting the classroom. Raquel dismissed it due to his past record.

The second issue of physical assault occurred when two students began fighting. Raquel tried to stop it but was unsuccessful and got hit in the face. The student who hit her apologized for it. This was the first time Raquel had been hit. After the incident she went home, cried, and zoned out.

Jennifer

Jennifer was teaching a sixth grade class in Texas when she was assaulted by a male student. He was so upset that he tried to leave the classroom when Jennifer was standing in the doorway. Jennifer said, "I was standing partially in the doorway, and he shoved me out of the way and into a file cabinet. I did go to a minor emergency clinic to be x-rayed, nothing was broken but I did have quite a big bruise." She wanted to press charges against the student, but the principal advised her not to. After the incident, she found out that this particular student was already on probation for assaulting a different teacher.

Also in Texas, a second incident happened with a fifth grader. Jennifer recalled this student as being a "non-stop problem" in class. Frequently, he would swear at her and have outburst of profanity. He often engaged in fights that were never his fault. When Jennifer would visit with his mother she would insist that he does not use such words at home. She told Jennifer that in her home profanity was considered a sign of low intelligence, and she insisted that her boys use the thesaurus to find better words.

A third incident occurred in Texas happened when Jennifer was the department head for the sixth grade Gifted and Talented (GT) students. She was

responsible for testing students for entrance to the program and documenting those students who needed to be removed. This particular student made threats to other students. She said "the student" had all kinds of emotional problems. He would crawl up into a ball under his desk and then threaten to beat up one of the other students." The student only turned his assignments in when he had bullied another student into letting him copy his assignment. Because the student did not turn in his math book, she had to document it, and as a result his parents received a bill for the missing math book. She said, "I received a phone call one morning at about 4:00 a.m. from a young person threatening to 'cut me up' and 'beat me to death' and they referenced the missing math book during their profanity laden rant." Because the message was recorded, she was able to share the message with the local police department. The police made a report and followed up with the students parents.

Jennifer recalled a fourth incident when a particular student called her a "bitch" when she returned a graded assignment. She said, "It usually happens if I am correcting a student's behavior or when I am passing back a students' work, if they got a grade that they feel like they should have gotten better on something like that. That's usually when it [verbal abuse] occurs."

A fifth incident happened when Jennifer was ending her seventh grade math lesson. The bell was getting ready to ring and she reminded all students to push their chairs under the tables. One male student chose not to do it and tried to leave the class. She said, "He told me to kiss his ass and he walked out of the

room." She expressed how typical it is for students to speak to her in such a way.

Interestingly, a sixth incident occurred two months after the interview, I spoke to Jennifer to see how she was doing. She nervously giggled and said, "Well, a student was walking by the fish tank in the classroom and reached in it, got a rock, and threw it at me." She said she was wearing her glasses at the time and the rock hit her around the eye area. Jennifer sent me a photo of her slightly damaged left eye. She stated, "I am not sure how much longer I can stay in the classroom".

Jay

Jay is currently in his second career as a high school teacher. He recalled an incident that happened in spring of 2013: a ninth grade female student physically assaulted him. Jay was walking into the teachers' lounge when he spotted the student exiting. According to school policy students are not allowed in the teacher's lounge for any reason. He inquired why she was in the lounge to begin with and "She told me to get out of her way." He followed her to the lunch room to inform the assistant principal what he observed. The assistant principal advised him to walk the student to the office. While walking beside her, the student turned around and said that she was not going to enter the office. She told Jay to get out of her way a second time. Instead of going around Jay, she insisted that Jay move. He replied, "I am not moving." The student balled her right fist and struck him in the jaw. Then, she attempted to strike again, but Jay grabbed her arms to restrain her. He then placed both arms behind her back

and walked her into the office. The student was suspended for two and a half days, Jay was reprimanded by the principal, and the districts' human resource department put him under investigation. The entire situation took approximately six weeks to resolve.

Conclusion

The overall goal for the narratives is to explore the shared experiences of secondary public school teachers who have survived verbal abuse, physical assault, or school shootings at the hands of a student and to understand how they have storied the experiences 1-5 years later. Using NIS, I was able to contextualize teachers' experiences in a qualitative way in which temporality, personal and social contexts, and place were utilized as guides throughout their narratives.

CHAPTER FOUR

Narratives

When analyzing the types of violence that teachers experienced, three categories emerged: verbal abuse alone; a combination of verbal abuse and physical assault, and physical assault alone. Of the seven participants, two suffered long term[5] verbal abuse in one academic year; four suffered from a combination of verbal abuse and physical assault; and one suffered from a physical assault. Below are the stories of the abusive incidents along with their responses to the violent incidents.

Teacher Stories

Kim

Kim's experience of reoccurring verbal abuse left her feeling threatened and unproductive. She no longer cared about her job or duties as a teacher. In the past she would awake in the morning eager to start her working day. She told people that she loved her job and the classroom, because she believed it was her calling. However, she could not overcome what happened to her. During the time of the interview, she was still hurting and was just beginning to realize the psychological effect that the episodes had on her. Even though she does not believe that the students realized what they did to her, she says, "Right now it's April and I am just trying to get done with the next 20 something days of school. I am at that point of not wanting to mess with students anymore." She believes

---

[5]Long term is three or more experiences of abuse.

students should not have put her into that role as an abused person. Although the student who began the rumor of her embezzling money apologized, Kim's behavior continued to be impatient and short with her students. In fact, she did not want to deal with students at all. She has found it difficult to complete the senior projects such as year book, senior program for graduation, preparation for Senior Week, among other obligations.

Kim developed a pattern of being late to work and the first to leave at the time allocated by the district. She said she knew that her lateness to work and prompt exit was related to the verbally abusive incidents that she was experiencing on a regular basis from certain students. She described how her work habits changed dramatically:

> I don't take any work home. I just [pause] I use to
> be the one that stay[ed] late [to] make sure
> everything is done. Now, I'm just ready to go.
> Soon as the bell rings, I stay the required extra
> time, and then I am out. Just ride the clock
> basically and I know [pause] I know something is
> going on in my head.

Instead of feeling happy and friendly, she became short tempered and snippy with people. When she left school, she did not take any work home. Before the episodes, as a member of the yearbook staff, she walked the halls taking pictures and happily engaging in conversations with both students and staff. Now, she described herself as anti-social and distant, staying in her class room. She mentioned that she was open to move to another school—one that was not in this district. She said, "I told myself when I don't feel that students are benefiting from me, it's time to sit down and I think the time has come." She

has even thought about moving to a different state. Kim mentioned that she thinks today's students have a negative view on life, and they will say and do what they want without consequence.

Toward the end of the interview Kim told me that the class president from the previous school year sent her a text the Sunday before the interview saying, "Ms. Kim, I know it's that time of the year again, and I am just texting you to remind you to breathe. Take it easy. I know it can be stressful and I know these kids can get on your last nerves [being strongly annoyed]." Kim replied via text, "OMG [Oh, my gosh] you just don't understand how much I needed this. You have lifted my spirit." Kim said that the text was "beautiful." She also stated that she had a friend who called the evening prior to the interview and asked if she was okay. Kim replied, "Yes, I am fine. Why would you ask me that?" The friend stated, "I don't know, you just looked a little down when I saw you last." In addition, Kim told me she received invitations from former students to attend their graduations and ceremonies of monumental achievements.

I noticed the appreciation in Kim's eyes when she shared the positive and uplifting words of encouragement from previous students. Also, she was aware that people saw a change in her personality because she did not appear to be the happy and gregarious person they knew. Instead she felt discouraged, inefficient, and unsupported because of her bouts of violence from certain students. Prior to this school, Kim won the most Spirited Teacher Award each

year for three years; she has noticed a difference in herself. She recognized the emotional turmoil that she experienced.

My NIS Reflection

When she mentioned how her daughter, who was the valedictorian that year, was hurt and devastated by the treatment of her mom, my level of compassion toward Kim deepened. Kim said, "This is supposed to be her best year. She is the valedictorian of this school. She has done the right thing. This was supposed to be her best year!" I saw the pain and hurt in Kim's eyes as she reflected on how emotionally wrenching those experiences were.

As I reflected on Kim's experience, I had a fluctuation of feelings about her experiences. On one hand, I thought of the one young African American female student who admired her enough to send Kim an invitation to her graduation and the other student who sent Kim words of encouragement via text. On the other hand, I was sympathetic toward her because of her male colleague who aided in the rumor of the naked photo. I was completely floored and began to think about *Shifting: The Double Lives of Black Women in America* and how the text articulately expresses the historical context in which Black women are victims of sexual harassment by Black men. Jones and Shorter-Gooden (2004) asserts, "And if their oppressor is a Black man, the situation is that much harder, because there is a clear mandate, even if it is unspoken, that Black women must do everything in their power to protect their men." (p. 39). I felt that Kim's co-

worker should have immediately intervened on her behalf and utilized that situation as a teachable moment to educate the young Black male student about the harm of explicit rumors and how he was aiding in the sexual exploitation of Black women.

When Kim described the incident involving the naked cell phone photo, I immediately began to empathize with her because I was aware of the current news coverage of teachers who have been put on leave from work due to rumors of possible sexual relations with students. As she spoke about the occurrence, I noticed her eyes began to water. Kim could not see beyond everything that has happened to her at this particular school. She said, "I will not be the Senior Sponsor anymore," and continued, "You do not want to stay where you have been traumatized. I will never forget what has happened."

Brandon

Brandon was a long term substitute at this location for a total of approximately four months. During this time, he suffered from reoccurring verbal abuses by two female students. In this case, verbal abuse was not limited to profanity, but extended to the attack on his social status and intellectual ability. After the incidents, he established a zero tolerance for verbal abuse. He coped by sharing his experiences with one of his colleagues. He asked, "Can you believe that?" and she said, "She don't [sic] know what's good for her and she don't [sic] realize that, the teacher [previous teacher] don't [sic] even care." Brandon wanted to tell the student how inaccurate she was regarding his skill and intellectual status. He felt that students did not see themselves as being

abusive or malicious, because "they think it is harmless." He began to explore

new methods of teaching after one student told him that he was not a good

teacher. He thought of innovative ways to teach the class and implemented

more hands on projects. He reminded himself that the students are children and

that he could not spend a great deal of time thinking about those occurrences.

Overall, he really wanted those students to graduate from high school, and he

knew what the students needed to learn to pass the class in order to graduate.

Although Brandon discussed the incidents with a fellow teacher, that was

not the only way he coped. He stated, "I guess I dealt with it internally," he

continued, "Some things just roll off me because I have tough skin. I have a lot

of tough skin, so um, you know." In addition, Brandon found himself:

> Doing a little extra here and there because you
> can't just come and do your job and leave. In
> teaching, you know, you have to be involved in
> extracurricular activity. If imposed or not. That's
> how you build relationships with students and that
> will cut down on the discipline [behavior]
> problems. You really must push the students to
> excel to the next level. You really have to become
> a counselor. I have seen that and for me, I mentor.
> I still mentor about five students from the school.
> I started an ACT Prep and Professional Program
> because I saw that the students didn't have
> professional skills such as typing, speaking, and
> knowing how to do certain things like using the
> internet to search for pertinent information
> regarding their future. So I was showing those
> basic things we take for granted that were often
> not given at home.

Yet, at the time, he felt that the incidents had a psychological

effect on him, because he wanted very eagerly to tell those particular

students what he had gone through to get to the point of earning a Ph.D.,

and to tell them about the in depth knowledge that he now possesses.

Now that he has time to really think about all that occurred, he believes

the students were "just talking noise" and they did not really mean it. He said, "I

think it's just some of the things that they do, whether it's reflected at me or

someone else. They want to establish who they are as well. So they are going

to say whatever. An A type personality." Since the long term substitute position

was not Brandon's career goal, he did not allow it to continue to bother him.

With a Ph.D. he had aspirations to teach in higher education. He began to

expand his teaching by showing interested students images of his research as a

chemist which consisted of tumors in mice. He explained in detail what cancer

researchers are currently exploring. Also, he said he became more engaged with

students by speaking to their parents on different occasions, and he began to ask

students about their goals and dreams in life. Furthermore, he believes that if he

thinks about those traumatic experiences again, and again, it will have a long

term psychological effect on him. He thinks teachers must be prepared with

classroom management. If not, students will come in and take over the

classroom.

My NIS Reflection

As I listened to Brandon share his narrative, I thought about how

invested he was in his students' future. Although he was a substitute, I saw his

desire to educate the underprivileged, so that they would break the cycle of

poverty. As he spoke, I thought about how much of his training as a Ph.D.

student contributed to his quick response to think critically for the purpose of getting the students to become more engaged. When Brandon talked about all he does outside of the school, I asked myself, "Where are the teachers like Brandon who are willing to find innovative ways to reach students despite the stereotypes of impoverished students? How do we recruit them? Or how do we create and foster such visionaries in American classrooms?"

It is evident that Brandon handled his experience differently from Kim's. He used his experience as a teachable moment to challenge his critical thinking skills and incorporated and implemented relevant lessons that students were engaged and inquisitive about. For instance, he shared research of current issues in public health including cancer. Students were able to identify because of the epidemic of cancer diagnoses in America. After one incident of verbal abuse, he spoke with the student and created a mutual ground of teacher student respect which subsequently resulted in them becoming friends.

Being a substitute teacher in general is not an easy task. I can recall having substitute teachers during my K-12 years of schooling and how I perceived them to be "unknowledgeable" about various subjects and the way lessons should be taught. Then, I viewed substitutes as people who did not really "care" about students and who were there to monitor us for a short period of time. Furthermore, blatant disrespect toward substitutes was common. For instance, I can remember being disrespectful to a few of them. Although I cannot remember exactly what I said, I do remember giving them a difficult time and taking advantage of the opportunity that my traditional teacher was absent.

However, because Brandon was a different kind of substitute teacher—knowledgeable of the subject that was being taught and interested in engaging his students, I wondered if he may have been too hard on some of his students. I applaud the way Brandon handled the incidents by staying focused on his goal as a teacher which was to help students gain the appropriate skills to pass state mandated examinations for their high school diplomas. I wondered how his survival method could help Kim and others such as Shirley.

Shirley

Shirley admitted to being verbally abused by students daily and even shared an incident of physical assault that occurred during an academic school year. She said, "I just had long conversations with my husband and then my husband just finally said, 'Do something about it. Either quit or go somewhere else.'" He suggested that she reply to students in the same manner in which students spoke to her, but she did not believe that would compliment her character as a teacher or professional. Shirley said, "I am not that kind of person." She calmly talked about how demeaning it is when someone mistreats you for no apparent reason or because they are angry with someone else.

After one of the incidents of verbal abuse, Shirley tried to distance herself from the student [Joy] and free herself from any interaction with the student who continued to attend class. Yet realistically as her teacher, she could not avoid Joy. When Shirley did interact with Joy, she believed she was being an adult, the mature teacher, who was trying to be reasonable, calm, and professionally composed. She felt elated and happy when Joy did not come to

class; she felt more relaxed, and felt her day went well. When Joy was in class, Shirley was very professional, checking from time to time to see if Joy was in need of assistance, but she felt tense. However, there was no attempt to develop a deeper relationship with her other than being the instructional leader of the classroom.

Although it was challenging for Shirley to continue teaching at that specific school, she tried to encourage herself:

> I went into a place of trying to survive. I went into a mode of trying to survive in a sense of not allowing the things that were said affect me. Not allowing it to be as if they are the people who determine me because when kids say stuff like that, sometimes you just kind of feel like, hey, you know. Is that how you perceive me to be? Or you know even though you may have had all these different experiences with different kids and all this, you know it's [pause] it's just demeaning sometimes. You know, when someone just mistreats you for no apparent reason just because they're angry with someone else. They take their anger out on you instead of the person that they're angry with and you try to be [pause] you try to be polite. You try to be courteous. You try to empathize with them. You try to help them in their situations, but, you know, it's kind of like there's a big ball around them. And I understand to a certain degree [sigh] sometimes the hurts of kids [abused children] but that doesn't mean that you have to go out and treat other people that way.

Shirley had moments of self talk and believed that all students were not like those who were abusive. Thus, she attempted to focus on the polite and respectful students. She had learned to accept the situation for what it was, but she continued to go home and have conversations with family

74

and close friends until she left that particular school location at the end of
that year.

Currently, Shirley is teaching at a different school. She said she is more
"resilient" from the three years at the previous location than all of her 21 years
of teaching. She stated, "You have to have tough skin, because if you don't you
will not survive." She said she is still teaching because she believes in what she
does; she is a teacher by choice, not by default. She is aware that each student is
different and that one cannot take what happened to one child and project it onto
another. She said that she tries not to take situations personally and to believe
within herself that she is a teacher for a reason: "teachers must rely on their
passion for teaching." I noticed the excitement in her eyes each time she spoke
to me about the power of education and how knowledge can take you places in
life. She continues to teach, because she honestly believes and feels that she is
making a difference in someone's life:

> Every kid is not like that and every kid does not
> do this, because there were so many kids who
> were very polite. Very considerate. Very kind.
> And they had goals and aspirations and dreams
> and you could tell them what they needed to do to
> be successful and they listen [ed] to you.

Although Shirley had several years of teaching experience and was able to
experience multiple generations of students' behaviors, she was not afraid to
explore new ideas and meet them where they were academically.

My NIS Reflection

Shirley's experience reminded me of a similar incident that I had with an undergraduate student when I was a part-time instructor. I was teaching Basic Composition on Tuesday and Thursdays from 9:00 a.m. to 10:15 a.m. This particular female student would constantly disrupt the class with her disrespectful remarks toward me when it came to class participation and assignment completion. For instance, when I asked her a question for the purpose of class participation about the lesson being taught, she would just sit and not respond. Or when I would ask about a missing assignment, she would say, "I didn't do it." On other occasions when I inquired about assignments, she would say, "No, I am not doing that." After the fourth time she responded in a disrespectful way, I asked her to leave the class. She would not leave, so I walked out of the classroom to get the campus security officer whose office was next door to the classroom. The officer entered the classroom and told her she had to leave. She got up and slammed her chair under the table and began shouting and yelling at the officer while exiting the room. I wrote up the incident, and she was immediately discharged from my class. In some cases it is difficult to remain professional when students challenge you, but I am glad that I remained calm during a tense moment in my career.

Because my experience was in higher education, it was optional for me admit the student. I possessed the flexibility of having the student completely removed; however Shirley did not have that option in secondary school settings. As I reflected on Shirley's decision, I thought about her high level of

professionalism of not retaliating against the student and attempting to create an environment conducive to learning for all.

Amy

After Amy was verbally abused many times and physically assaulted once, her absences increased dramatically during the second semester of school .

> I missed a lot of work. Um, I used up all 10 of my sick days. I want to say that I used up 10 [pause] at least 10 non-sick days, you know, after I ran out, I missed work a lot. It was usually in the morning like I would wake up and just be like, 'I can't, I can't do it today. If I go, I'll break down. One of my kids saw me cry. My students saw me at least three or four times where I have broke [n] down crying at my other school, because of what happened the hour before.

Having to make the decision to go to work or stay at home became a seemingly challenging decision. She had the option to quit, but refused to do so. She said, "It was an extremely stressful time. One of my colleagues, you know, he quit in October because he couldn't take it anymore. It was just the students being disrespectful." During the time she missed work Amy said she moped around her home and attempted to do small house chores.

When she did go to work she found strength in an after school extracurricular activity:

> I coached competitive speech to a team of six and they are the reason I stayed in the school and am why I am continuing to do it today. They were dedicated, they worked. They were some of the only kids that worked. That's what kept me going there.

Amy said that she did not want to use the word "traumatizing," because it was too strong. However, she said that she blocks out a lot of stress, and it was tough for her to say whether or not her experience was traumatic. She thought she might have experienced trauma in past romantic relationships and admitted she has suffered from so much depression and anxiety that she has taken medication for both conditions since sixth grade. When she was at the mid/high school she had to increase both dosages during class, in attempt to avoid a panic attack. Currently, Amy has returned to the lower dosage before teaching at the mid/high school and she thinks that is why she took so much time off: she did not want to worry about having a panic attack in front of her students.

After the year ended at mid/high, Amy enrolled in a master's degree program in secondary education to gain more knowledge about the teaching profession. She chose to enroll as a full time graduate student and not work for a year.

The following fall, Amy was at a different school located in a different district. Happily, she thinks her current school is fantastic, and she enjoys teaching her students. She goes to work loving her job and when she misses work she is "sad." She describes her environment at her current school as positive and communal. For instance, she said that the students are polite and respectful toward her and each other. Although her current students are dealing with the same type of issues as those from mid/high (single parent homes, poverty, trauma, among other things,) she loves her students, and they know that she is there to help them.

My NIS Reflection

As I listened to Amy's narrative, I immediately began to admire her for taking time out for self health and wellness. She missed work, because she was able to identify that she felt she was losing her sense of self. She was not in denial of the dangerous and cautionary space that she occupied as a teacher in the classroom and I wondered if I would be able to recognize that level of danger in my own professional life. Furthermore, she utilized the moment to further her education by pursuing an advanced degree in secondary education. In my mind, it takes a courageous person to be honest with self and take the next step to attempt to resolve the conflict in a structural way.

Raquel

When the student verbally abused Raquel by swearing at her, she took time off from work.

> I remember taking like two or three sick days last
> year just to stay at home and decompress. Like I
> didn't feel bad, like calling it in as a sick day
> because other school districts, not this district, but
> other districts, there is like mental health days.
> And, you know, sometimes you just need that day.

She said that some of those days were Fridays, so she could have a three day weekend. She used those days to get away from teaching— to not be a teacher. While at home, she did not wear any make up and watched "Netflix" or "Game of Thrones" each entire day. She believed that it really helped and recalled, "It was just [pause] during bad times [sigh] I took a few mental health days to

[sigh] to not be a teacher." When she was punched in the face while attempting

to break up a fight between two male students, Raquel said:

> I took a breather and cried in the principal's office.
> And um, they let me go home and I went home
> and I think I [sigh] probably just watched some
> Game of Throne or something to kind of
> disconnect myself. And I got to tell my parents
> about it, who were very supportive. I was working
> three jobs. I was a GTA for Dr. Cole. I was
> working at a department store. I was teaching
> fulltime and I was going to school fulltime. And I
> remember just like, being proud of myself. If I can
> make it with all of these things going on, meaning
> all of these responsibilities and commitments, then
> I can do anything. So [pause], so, self reassurance
> and pride in what I have done. Like, I remember
> Dr. Cole saying something like if a student is
> reluctant in class sometimes that can be a
> statement of silence. A statement of [pause] I can't
> remember the exact word, but that could be a sign
> of defiance. Silence [pause] defiance like just
> because they've had mistreatment in the past. Like
> from other teachers, which makes sense. So I kind
> of internalized that. I mean it's not about me
> [when it comes to abusive students], it could be
> about something greater.

Raquel believed it helped speaking three or four times to different people about

her reaction and feelings to the abuse. When her contract was over, she moved

to a different school district. She is pleased with her current teaching position,

and said that everything is going "great" since the implementation of a new

program: "We have Restorative Justice Practices so conflicts are resolved

quickly." She continued, "Basically if we have a dispute we get to talk it out

before suspension. We do it with students who have issues with each other,

too." She seemed to be having a successful academic school year.

80

My NIS Reflection

Raquel struck me as one who authentically cares for her students and the subject [English] she teaches. Her response of taking days off was similar to Amy's, but she had her parents for additional support. Both Amy and Raquel's narrative reminded me of challenging moment in graduate school. I was working, raising our two children, and attending class while my husband traveled often for work. I had so much going on and I told myself that I needed time off. So I planned for a short get away to New Orleans for a dear friend's wedding. During that weekend away, I did not read any books or do any work. Instead I enjoyed the culture of the city with great food, historical sites, shopping and attending the wedding. I was reminded of how nice it can be to distance yourself from the overloads whether traumatic or not.

Jennifer

Jennifer taught fifth, sixth, and seventh grade in Texas and sixth and seventh grades in Oklahoma. She said that the verbal abuse toward her is nearly a daily occurrence in both states. For example, she recalled three particular incidents of verbal abuse in which one student called her a "bitch," a second student told her to kiss his ass, and a third student threatened to cut her up. Also, she experienced two incidents of physical assault in which she was shoved into a file cabinet by one student and had a rock thrown at her from a different student. She said her husband offered understanding and support:

> Since my husband and I are both teachers we talk
> about school and students all the time. This is both
> helpful and annoying. There are times when I just

81

don't want to deal with his day and my day too. However, when there is a major issue we do have each other to discuss how we should handle the situation. Do we need to call the union? Or update our resume[s]? Or just let it slide on by [pause] I am the only person in my extended family who is an educator so they do not understand what we do daily.

Since Jennifer began teaching in 2004 she has taken medication for depression and anxiety. She says, "I do take medication that I really don't think makes a big difference and I have worked with many teachers over the years who medicate with alcohol and other types of drugs." She also has pets at home to help her cope with her stress from these incidents. She said, "I have two labs and a cat at home. My 90 pound labs think that they are lap dogs." When Jennifer mentioned her pets, it was obvious by her facial mannerisms that her dogs and cat are cathartic for her.

I find [sic]that taking care of my dogs to be relaxing. Grooming them, going for walks and throwing a ball for them to fetch are relaxing activities. Also dogs always love you no matter what kind of day you have had or how awful you may look/feel. Holding them in my lap, petting them, going for walks, talking to them, playing fetch or just watching them sleep without a care in the world. If I were to believe in reincarnation I would like to come back as one of my dogs. They are so peaceful.

It seemed that Jennifer was grateful to have a spouse serving in the same profession. She was able share her incidents with someone who was familiar with the culture of violence in schools. As I recorded her story, I noticed her

monotone voice, and I concluded she did not think her condition of teachers as victims would improve. She said, "That's just the way it is now days with teaching." She seemed to think this type of violence toward teachers would continue to be a normal part of teaching.

My NIS Reflection

When Jennifer told me how she discusses her issues with her husband—a teacher, I immediately thought about my niece and how we speak often about the challenges of being educators. Although my niece is a special education teacher, we have frequent conversations about experiences in the classroom. She tells me her current struggles and I share my past experiences of being an elementary teacher. In my opinion, it is always helpful to have a confidant who is familiar with the profession. In many ways conversations such as those can be therapeutic to both parties.

Jay

When Jay was physically assaulted by a female student who hit him in the face in the hallway of his school, he said he survived with:

> Support of family, colleagues, and like I said my
> students. My seniors were incredible that year.
> And the majority of those seniors, I had [pause],
> had three years or four years before that because I
> had gotten them as freshmen. And I moved up
> every year with them, so it was a really, really
> strong group of students that had my back when I
> didn't feel like the administration had it. But if I
> had to rank them, I would say my students'
> support, telling me that it was ok. My colleagues
> and especially my wife, stepping up and just, you
> know, patting me on the back every night and
> saying you are doing what your suppose to do.

> You know we are firm believers that, you know,
> that God put me out there for a purpose, and that I
> was still fulfilling that purpose and so those three
> things: my students, my colleagues, and my wife.

As I listened carefully and observed Jay's reaction as he talked about his

students, it was evident that the high school seniors were special to him. His

eyes beamed when he reflected on how supportive they were after the altercation

took place. Although he mentioned his previous military career from time to

time, I noticed his genuine care for his students and passion for teaching. He

seemed grateful when he said, "My senior students that year were phenomenal."

In addition to the support of students and fellow teachers, he was

supported by his wife. He said, "My wife, she has been through a whole lot with

me. Military and education wise." After the incident she encouraged Jay to

continue teaching. She said, "You were doing what you were supposed to do.

You just go back and think about all those kids in the past that you've pushed

along lines [the way] and where they are now. It's just one incident don't worry

about it."

However, Jay seemed to be more bothered by the reaction of the

administration the following day after the incident happened:

> I went down and I started my first class and I am
> probably about ten minutes into my first class
> when I get a call from the principal's office saying
> he needed me in his office and he was sending
> someone to cover my class for me. I said, okay
> [pause] so I waited to the cover arrived. I walked
> down to the principals' office. When I walk into
> the principals' office, it is the little girl, her
> mother, her father, the school security officer, who
> is a County Deputy, and the principal are all

84

sitting at the conference table. And so I walked in, and I sat down. And they started, the mother started questioning me about what happened. At no point was I told that you're coming down to meet with the parent [s]; you're coming down to meet with the little girl who attacked you, any of this. So I just kind of walk into [sigh] I felt like I was being ambushed. I walked in and the mother starts in and she starts telling me what her daughter had said and what I did wrong, and this that and the other. And I'm kind of just kind of sitting there and everybody who knows me know I used to be a drill sergeant so anger switches can go up and down really quickly with me. Um [pause], and my face tells no lies. Um [pause] my expressions [of anger, shock, disbelief] come through very quickly on my face, even though I am trying to remain calm.

During the unannounced conference, Jay found himself becoming more agitated

as the parents of the student continued to lecture him:

I let the mother have her say and I didn't say anything back. I just kind of sat there and listened to her. But because I am sitting, the mother's here [next to Jay] and the principal's sitting beside me. And I am thinking, okay, my principal is going to step up and say, "Okay, this is not the way, this is going to be handled". He didn't say anything. So, mother finished her say. And I said, okay. And I said does anybody else have anything else to say? Well, the father is at the other end of the table, and he starts in with: you motherf-er, how dare you touch my daughter etc. etc. etc. with the verbal abuse portion of it. At this point I guess my face pretty much said, I had enough, because this went on for about two or three minutes of this string of profanity [and threats]... And if you ever touch my daughter again I am going to whip your ass." [T]he sheriff deputy finally said, "Stop." He said, "We are not going to conduct this, this way. This man entered this room voluntarily to discuss this incident with you. You are not going to verbal [ly] abuse him. You are not going to attack him.

85

You are not going to threaten him. If that's the
way you are going to conduct business, then I am
going to ask him to leave and you can deal with it
through the administration." The entire time that
this is going on, my principal is sitting beside me
silently [and] never said a word. If it had not been
for the security officer, stopping it, then I am not
sure how much longer I would have held my
composure. Because I mean we all have our
limits.

After the shockingly hostile conference, Jay said, "At that point is when I really

started considering what [pause] is this the school, I need to be at. That's when I

really started thinking about changing locations." Two days after that

conference, Jay was surprised by a second conference with a human resources

representative:

I got called in again from class. And there's a lady
from HR from the admin [istration] building and
she's conducting an investigation of the incident.
And she calls me and she starts telling me, um
[pause] that there is a strict no touch policy with
the public schools. And, again, I am sitting there,
and I am just sitting there like, okay, you know. I
[pause] in my mind, this sounds weird, but I am
thinking I am losing instructional time to listen to
this crap, when the kid hit me. I didn't hit the kid
and I am constantly trying to defend my actions.

While Jay was trying to make sense of another unannounced visit, he also

thought about his students and the preparation for their exams. He could not

understand why he was repeatedly being pulled out of class for protecting

himself. [Grabbing the students arms and walked her to the office after she tried

to strike him a second time]

And she [HR representative] kept [sigh] she kept going on and on about how I should have never touched the student. I uh, [pause] if the student struck me, I should have gone down and found the police officer. Let the police officer come down and deal with her. And if the student said that she wanted to walk away from me, I should have let her walk away. All these things, and I kept thinking, that's not [pause] that's not [sigh] that's not a standard of discipline in a school. If we are going to let the student do whatever they want to do, then there is no standard for discipline in the school, so I don't buy anything you're saying right now. And then the last thing she said to me was, "Your biggest problem Mr. Jay is that the superintendent knows your name right now."

Jay did not seem to be afraid that the superintendent knew about the situation and knew his name. He was more concerned with how the issue was being handled and why he had to continue to defend himself. He was not willing to accept that he had done something wrong:

I said, 'So you're saying that the only reason the superintendent knows my name is because a student struck me and I didn't strike back? I took them [the student] to the office. This is why the superintendent knows my name?' And she goes, 'Yes, and you are on his radar, now.' I said you know what, at this point I'm fine with that. If this is the only reason for knowing my name because a student struck me and I didn't strike back, I can live with that. I said you might want to also check your notes because I've known the superintendent for 17 years when he was my battalion commander. So I think he knew my name before this incident crossed his desk and if that's all you have to throw at me, then I am going to go ahead back to my classroom to teach. And I got up and left. And after that, that afternoon, they overturned that little girls' suspension. So she was back in the building the next day. She was suspended over a total of two and a half days.

87

As he tried to stay focused on teaching and his students' academic growth, he

became offended in the manner in which the physical assault was handled:

> I was angry. And that was when, I really truly
> made the decision that I needed to be at a different
> location because I felt like, you know, as much as
> I love teaching we can't teach without the support
> of the administration. If the administration is not
> going to stand up and defend the teacher you
> know, it's not [my fault].My thought is this, if I
> had been abusing the student or provoked the
> student, or I had done something to make her do
> this, then I would expect the administration to
> come down on me. But [pause] basically, I was
> walking down the hallway and got hit. Hit in the
> jaw and everything is coming back at me as you're
> the bad guy in this situation and the student
> receives absolutely no punishment. I got more
> punishment out of it, because I had to keep
> answering to the charges.

Nevertheless, the one incident and its aftermath continued to bother him. It

disturbed him so much that he was forced to increase the dosage of his

hypertension medication. By the end of that academic school year, Jay had

made a decision that he did not want to stay at this particular school.

One year later, Jay had secured a position teaching high school math at a

different school in the same district. He appeared more relaxed and calm and

said that his dosage of hypertension medication had been reduced to his previous

dosage before the incident.

My NIS Reflection

When I originally began the interview with Jay, I expected to hear how he implemented a military model of strict discipline and how he "trained" his students for appropriate behavior in school. However, that was not the case; I found that he was more interested in how well his students were learning the material and how well he was teaching it instead of how well the students were following his guidelines. Of course, he monitored standard behavior of student conduct, but there was a balance between the two.

Conclusion

As I examined how the literature of violence in schools complimented the narratives of my research respondents, I had ambivalence. The one hand, I have become desensitized in a sense because of the constant reading about violence in schools and the excessive watching of YouTube videos of student brawls with teachers and with one another. However, in watching these videos, I realized that many of the attacks on teachers and students could have been avoided. For example, a video of a student attacking his teacher after the teacher takes their cell phone away during class does not need to end with a brawl. In my opinion, situations of the sort can be handled after class, during lunch, or after school by having a private one-on-one conversation about what is and is not allowed. If that does not resolve the issue, I would suggest involving administration and parents of the student. I would not suggest verbally shaming and embarrassing the student in front of their peers. On the other hand, the literature and exposure to relational aggression has challenged me to think critically before I speak and to watch my tone, pitch, rhythm, cadence,

89

terminology and context in which I speak those words— not just to students, but to all in my presence.

Participant Demographics

Table 1

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Name	Kim	Brandon	Shirley	Amy	Raquel	Jennifer	Jay
Gender	Female	Male	Female	Female	Female	Female	Male
Ethnicity	African American	African American	African American	Asian/Pacific Islander	White	White	African American
Age	43 years old	29 years old	53 years old	29 years old	32 years old	49 years old	51 years old
Credential	Alternative Certification	Long-term Substitute	Traditional Certification	Alternative Certification	Traditional Certification	Traditional Certification	Alternative Certification
Years of Teaching	15+ years of Teaching	1-5 years of Teaching	15+ years of Teaching	1-5 years of Teaching	1-5 years of Teaching	15+ years of Teaching	6-10 years of Teaching
Subject Taught	High School Education Technology Teacher	High School Chemistry Teacher	High School Science Teacher	Junior High School Science Teacher	High School English Teacher	Junior High School Science Teacher	High School Math Teacher
School Context	Public Schools Urban	Public Schools Urban	Public Schools Urban	Public Schools Urban	Public Schools Urban	Public Schools Suburban	Public Schools Rural
Academic Degree	Master's Degree	Doctorate Degree	Master's Degree	Bachelor's Degree	Master's Degree	Master's Degree	Bachelor's Degree
Marital Status	Married w/children 18 years and older	Single w/out children	Married w/children 18 years and older	Married w/out children	Single w/out children	Married w/children under 18 years old	Married w/children 18 years and older
Income	$100,000 to $119,000 Yearly Income	$20,000 to $39,999 Yearly Income	$80,000 to $99,999 Yearly Income	$40,000 to $59,999 Yearly income	$20,000 to $39,999 Yearly Income	$60,000 to $79,999 Yearly Income	$80,000 to $99,999 Yearly Income

Number and Types of Abuse

Table 2

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Name	Kim	Brandon	Shirley	Amy	Raquel	Jennifer	Jay
Number of Incidents	Several Incidents of Verbal Abuse	Several Incidents of Verbal Abuse	Reoccurring Incidents of Verbal Abuse One Incident of Physical Assault	Reoccurring Incidents of Verbal Abuse One Incident of Physical Assault	One Incident of Verbal Abuse One Incident of Physical Assault	Reoccurring Incidents of Verbal Abuse Two Incident of Physical Assault	One Incident of Physical Assault (lack of administration support)
Year and Description of Incidents	Incident One: 2014-2015 (Student accused teacher of embezzlement) Incident Two: 2014-2015 (Student tweeted expletives toward teacher) Incident Three: 2014-2015 (Student claimed seeing nude photo of teacher)	Incident One: 2014-2015 (Profanity directed toward teacher) Incident Two: 2014-2015 (Threatened by student) Incident Three: 2014-2015 (Character assassination by student)	Incident One: 2008-2009 (Profanity directed toward teacher) Incident Two: 2008-2009 (Teacher broke up student fight)	Incident One: 2013-2014 (Profanity directed toward teacher) Incident Two: 2013-2014 (Arm shoved in door by student) Incident Three:	Incident One: 2013-2014 (Profanity directed toward teacher) Incident Two: 2013-2014 (Teacher broke up student fight)	Incident One: 1999-2000 (shoved into file cabinet by student) Incident Two: 2002-2003 (Profanity directed toward teacher) Incident Three: 2002-2003 (Profanity directed toward teacher) Incident Four: 2013-2014 (Profanity directed toward teacher) Incident Five: 2013-2014 (Profanity directed toward teacher) Incident Six 2014-2015 school year (Rock thrown and hit teacher)	Incident Occurred: 2012-2013 (Struck in face by student)

CHAPTER FIVE

Patterns of Coping

Teacher victimization is currently being addressed as a "silent national crisis" by the American Psychological Association (2016) because of the lack of attention by researchers and scholars. Martinez, McMahon, Espelage, Anderman, Reddy, and Sanchez (2016) are currently exploring the act of violence directed toward teachers, and the psychological effect of multiple incidents that some teachers are experiencing. With the intention to provide a voice to the silent crises, these scholars, along with myself, are speaking more about the hidden challenges that teachers are facing in today's society. While these experiences do not fall under the trope of traditional traumas (e.g. holocaust, slavery, sexual abuse, incest, rape), they are considered traumatic from a contemporary trauma lens (Herman, 1992). The nexus of this school violence study, is to explore teachers of violence experiences by students, and how they handled them. The research question asks: how are teachers coping with being verbally abused and/or physically assaulted in rural, urban, and suburban secondary public school settings. A secondary purpose was to describe how such incidents are characterized as traumatic without a clinical diagnosis, as suggested by Herman (1992). The participants realized that something abnormal was happening psychologically after their experience(s) of abuse from students; however, some were reluctant to use the term "trauma." My goal is to provide educators, elected officials, teacher preparation programs, and mental health practitioners with possible ways to better support teachers

who have encountered both psychological and physical violence from students. In order to this, I looked at the short-term and long-term coping mechanisms that enabled the teachers to stay in the profession.

Reactions to Trauma

With each participant's narrative, I searched for patterns that showed how they were able to move forward after the incidents with students. Although participants did not use psychological terminology, they were able to express the overwhelmingness of the incidents. Kim was falsely accused of embezzlement, having a naked picture on her phone, and experienced threatening tweets. Evans (2013) asserts that such experiences will leave the victim with feelings of shame and guilt. The character assassination and threats that Brandon received from his aggressors were meant to marginalize him, take the joy out of life, and damage his spirit. Kim experienced similar feelings of shame and devastation, and isolated herself from students and colleagues.

Shirley, Amy, Raquel, and Jennifer each experienced verbal abuse and a physical assault on separate occasions. Shirley said it was so demeaning that work had become unbearable. Amy told me that her experiences brought tears to her eyes. Raquel talked about how she cried in the principals' office when she was accidently hit while breaking up a fight, and Jennifer recalled when she had to go to the clinic when she was shoved into a file cabinet by a student. Regardless of the demographic location (urban, suburban), Shirley, Amy, Raquel, and Jennifer all suffered a great deal after the incidents. They were left with feelings of fear, and insecurities (Espelage et al., 2013). Jay's experience of

a physical assault, and the lack of administration support afterwards, caused him to increase the dosage of his hypertension medication and relocate to a different school after his contract ended. The disrespect that he encountered from the students' parents and the harassment that he received from district personnel had become overwhelming, especially since he believed that he had not done anything wrong in the situation.

As I explored how the seven participants dealt with their traumatic experiences, I found that they coped in similar ways, e.g., *social support:* support from family members, friends, and spiritual leaders; *avoidance coping*: physically distancing oneself from an environment or a person who has caused harm, *resilience:* an act of bouncing back or regaining your mental state after traumatization; *relocation:* deciding to relocated to a different school and/or different school district (See Table 3).

Coping Models

Table 3

Participant 1	Participant 2	Participant 3	Participant 4	Participant 5	Participant 6	Participant 7
Kim	Brandon	Shirley	Raquel	Amy	Jennifer	Jay
Social Support: Spouse, Students. Avoidance: Distance from student and extracurricular activities	Social Support: Teachers Resilience: Used advice provided by fellow teachers. Relocation	Social Support: Spouse Avoidance: Provided minimum service to student. Resilience: Accepting what happened and moving forward. Relocation	Social Support: Parents, Teachers. Avoidance: Used Sick Days as Mental Health Days. Resilience: Becoming more sensitive to students' background. Relocation	Social Support: Spouse, Students. Avoidance: Missed Work Frequently Resilience: Enrolled in college to obtain master's degree. Relocation	Social Support: Spouse Avoidance: Provide minimum service to students Resilience: Relocated to another school in different district.	Social Support: Students, Teachers, Spouse, Church. Resilience: Comparing school experience with military experience as a drill sergeant. Relocation

Short-term Coping

Social Support from Family, Colleagues, Students, and Spiritual Leaders

   When asked how teachers dealt with their trauma, all participants shared they had social support from a family member, colleagues, and/or students immediately after the incident happened. A large body of research documents the importance of social support as a moderating factor that can lessen the severity of a traumatic event (Boyd- Franklin, & Kelly, 2006; Constantine, Alleyne, Caldwell, McRae, & Suzuki, 2005).   In a similar vein, greater social support has been found to provide some protection from being traumatized by subsequent incidents (Sharp, & Ortiz, 2016). This was evident with Shirley; she would go home and have frequent conversations with family and close friends until the time she left that particular school location. Amy's husband, Greg, provided her with an option to quit. Greg offered to get a second job to cover living expenses if Amy wanted to stop teaching before her contract ended.

   Other participants received social support from colleagues, such as other teachers or principals that occupied the same building where the trauma occurred. Initially Brandon handled the trauma by keeping it to himself, however, he later stated that he discussed the incident to his colleague, and realized that the situation had more of a psychological effect on him that he had thought. His colleague replied with words of encouragement and offered possible solutions for Brandon to consider. Raquel shared that her principal allowed her time to weep in her office, and later provided Raquel with permission to go home. In these cases, the survivor seeks assistance not only

from those closest to her/him but also from the wider community; in this case, it was Brandon's and Raquel's school community. According to Miller (2015), the response of the community has a powerful influence on the ultimate resolution of the trauma. A few days later, Raquel was able to address the issue with her entire class, and shared the importance of making wise choices in life, and how conflicts can be resolved without physical fighting. Such experiences of recognition and restitution were necessary to rebuild the survivor's sense of order and justice.

Some participants shared how other students at their school offered social support after the traumatic experience. Amy shared that there were six students whom she coached for competitive speech afterschool, and stated that they were the reason why she stayed at that school. Jay spoke of how phenomenal his senior students were that year, and they assured Jay that he did nothing wrong. Such support, which includes accepting (that is, nonblaming) responses after the traumatic disclosure, caring and nurturing from loved ones, and the availability of helpers and support after a traumatic event, are powerful determinants of healing after trauma (Brown, 2008; Xu & Song (2011). These experiences highlight the social/relational aspect of trauma recovery.

Jay and Raquel utilized their spiritual leaders to assist with coping with trauma. Jay told me that he read his bible often:

> We [Jay and wife] had a small group that we did
> Bible study with and we [pause] we talked about it
> in small group. Uh [sigh] we talked about the
> incident, talked about the situation, and talked
> about how we should handle it. It was a Bible

study group and there were four couples and there were eight of us. And we'd meet once a week and that's how we did our Bible Study. We would have a lesson and go through it and everything, but we would always discuss if something was going on. And then pray about it, then [sic] you know. So, I think [pause] I think that support definitely helps.

Since Raquel's father was a pastor, she spoke to him about the violent incidents. She said, "I got to tell my parents about it, who were very supportive." It is not uncommon for traumatized individuals to call upon spiritual leaders for guidance (Franklin, Boyd-Franklin, & Kelly, 2006). In this case Jay called upon those in his bible study group, and Raquel found comfort in confiding in her parents, who served as her spiritual leaders during the time of the incidents.

Avoidance

While some trauma survivors rely on social support and faith-based coping, others cope through avoidance. As briefly explained in Chapter Two, avoidance is another way of running, psychologically or physically, from some aspect of the event (Brier & Scott, 2014). Kim says, "In the past, I would stay late and make sure everything [work obligations] was together, but not anymore. I just ride the clock basically." Kim also shared that did not want to interact with the senior class at all after the traumatic incident. Cori (2008) asserts that after trauma, it is normal to avoid the person or environment for a period of time, because what was experienced is too much to bear, and we do not want to retraumatized by thinking about what happened.

After Shirley's traumatic episode, she tried to distance herself from the student. Her interaction with the student was very limited. Shirley fulfilled her

job duties, yet did not go above and beyond as she would do in the past for all students. Shirley shared that she was elated when the student missed second period or was absent from school all together. The student continued to attend class, yet Shirley struggled with interacting with the student who had excessively verbally abused her. Avoidance occurred with Kim and Shirley as a coping strategy of trauma. They chose to distance themselves emotionally, psychologically, and physically, to deflect awareness from the event and the perpetrator [students], with whom they must work with and maintain a student-teacher relationship (Brown, 2008).

In addition, avoidance was used as a coping mechanism by Amy and Raquel. During the second semester at the mid/high school, Amy missed one day each week. During the time she missed work, Amy moped around her home and did not get much done. Missing work was Amy's way of coping with her trauma, although she was reluctant to use the term "trauma." Admittedly, Raquel used sick days for her mental health and would typically use those days on a Friday so she could have a three day weekend. She was home in a safe space, physically and psychologically disconnecting, and she said it helped tremendously.

Long-term Coping

Resilience

The element of surprise and the deliberate, unfathomable malice of the students' violent behavior toward teachers all contributed to the severe impact of the traumatic event, even though some teachers were physically unharmed.

Amy found that in the immediate aftermath of the trauma, she had symptoms of

post-traumatic stress disorder. Initially, it was challenging for Amy, who missed

several days of work because of her trauma; however, she was able to prevail.

Herman (1992) asserts that during trauma, "highly resilient people are able to

make use of any opportunity for purposeful action in concert with others, while

ordinary people are more easily paralyzed or isolate by terror" (p. 58). When the

traumatized person has a strong desire to cultivate social relationships and

healthy coping strategies, it is less likely that they will experience post-traumatic

syndromes. For example, Shirley became resilient by accepting what happened

and acknowledging the situation for what it was. She states, "You have to have

tough skin, because if you don't you will not survive". Shirley continues to teach

because she honestly believes that she is making a difference in students' lives.

    Amy advises:

> Find a school where the administration helps you
> out because even though I was [pause] you know,
> the students weren't that great, I never got any
> help. Going to the administration [sigh] um
> [pause] and she'd come [sigh] and you know,
> come and observe my class. The biggest help was,
> 'Your desk are wrong. You need to move your
> desk like this.' And so, she would show me how
> to move the desk. She would say, 'Now if you
> would put them in this shape, it'll be better. ' And
> I said, 'Okay.' So, um [sigh] I didn't get the help
> that I needed. It is very supportive at the school
> that I'm at right now. That really helps. So, stick
> with it! Uh, if you don't like the school where you
> are at, try a different school. Find a school where
> the administrators are helpful. If you are an
> administrator, be helpful. Help these [sic] first-
> year, second-year teachers out. It's a new
> environment for them.

School Relocation

Although six of the seven teachers in this study changed schools after their end-of-year contract, they did not give up on teaching. In the midst of the violence directed toward them, these extraordinary teachers had consciously focused on preserving their calm, their judgment, and their connection with other students, even in the most chaotic conditions. For instance, Raquel believed she understood what students were struggling with outside of school, and how it effected their behavior in school. She also stated that she had accomplished so much in life, and she was not going to allow those incidents to derail her from doing what she is called to do, which is teach. Raquel is currently teaching in what she said is a better school environment. Six of the seven are currently teaching after their trauma and believe that teaching is what they are called to do. Although critics may challenge the option of staying in the profession after such unfortunate experiences, these teachers are loyal to their chosen occupation (Klassen & Chiu, 2011). They enjoy students and want students to know that they care and that teachers are there to teach, guide and support along the way.

The teachers accepted fear of danger as well as they could, and they avoided giving into rage, which they viewed as dangerous to survival. Though highly resilient people have the best chance of surviving relatively unscathed, no personal attribute of the victim is sufficient in itself to offer reliable protection.

However, participants offered possible solutions for urban teachers who experience school violence regularly. Although it has not been an easy path, they have discovered various models of coping and made a choice to move forward in their career by continuing to teacher in rural, urban, and suburban schools.

Conclusion

Teachers as victims and survivors is a topic that has received relatively little attention in literature (Espelage, 2013). Women and men in the classroom are increasingly experiencing abuse from students in rural, urban, and suburban classroom settings. They often respond to these traumatic experiences with intense and profound feelings of hopelessness, frustration, isolation, irritation, and hostility, and surely these feelings are transported home. Most school-based systems of violence prevention are designed to assist students who are bullied by other students. However, this study offers a trajectory on violence against teachers, and what society can do to decrease teacher victimization. Four possible patterns surfaced through the examination of narratives provided by participants. They were social support, avoidance, resilience, and school relocation. Research is needed in this area; thus far, little has been conducted even though national data reveal an increase in recorded acts of students victimizing teachers in the past decade. The researcher suggests developing a conceptual framework to explore ways to assist teachers with coping with these traumatic events, and developing a teacher wellness approach for recovery from such unfortunate experiences.

CHAPTER SIX

Discussion and Conclusion

It has been stated that teacher victimization has become an epidemic among rural, urban, and suburban areas (Espelage et al., 2013; Gallager et al., 2011; Robers et al., 2015). In addition to the U.S., international scholars are currently facing identical issues with teacher victimization (Dzuka & Delbert, 2007; Wilson et al., 2011; Zimmer, 2012). In particular, this study identified the lack of preparation in teacher preparation programs in higher education, few requirements for becoming alternatively certified, a lack of support from administration, and few school-wide preventative measures.

Lack of Teacher Preparation

As mentioned, research that examines the role of teachers as survivors of school violence is urgently needed to identify key factors and processes in this area (Guin, 2004). Nevertheless, I strongly encourage traditional and alternative teacher certification programs to increase the number of clinical hours prospective teachers complete under the careful guidance of master teachers, and to provide the next generation of educators with knowledge of school violence— that they in fact can be victims; that there are healthy conflict resolution skills; and they can obtain the confidence to establish safe spaces in classrooms for students and teachers (Alonso et al., 2009; Klassen & Chiu, 2011). For instance, Amy was alternatively certified and she said:

> I don't want to blame myself for what happened
> but I feel like if I had, had better control over my
> classes it wouldn't have happened. If I had gotten

104

the respect . I 'm not saying that it was my fault the students acted the way that they did, but I feel if I had more control over the class I could have done a better job.

Amy continued:

I lost control of the class. Um, if I tried to start a lesson, it didn't happen. It was mostly just me trying to keep the class from fighting or dancing up on each other. Doing [sic] inappropriate things. Um, if you asked anybody at that school that came in my room, it was chaos. It was a horrible [sigh] a horrible experience. I lost control and I think that was one of the reasons that I was berated so much.

Although Shirley was traditionally certified, she said:

It [teacher preparation program] didn't prepare me. Because we need to know how to [pause] because nowadays you are dealing with kids who are crack babies [sic] fetal alcohol syndrome babies. You're dealing with all of those mental illnesses that or mental incapacitation that as a teacher you, you have no idea. It's just like where I work right now; I am not equipped with everything that I need in order to be able to handle all the tangents from one extreme to the other. I need to be trained in special education so that I can have the tools in order to make the type of accommodations that are being [pause] that are becoming more prevalent.

According to Amy and Shirley, being alternatively or traditionally certified did not prepare them for the current epidemic of violence against teachers. Both respondents spoke about how inadequately prepared they were regarding possible preventions and coping mechanisms of students who were verbally abusive toward them. In many states, programs that prepare teachers

105

for alternative and even regular certification do not provide enough required

clinical hours under the guidance of master teachers and administration.

Lack of Administration Support

A lack of preparation for both traditionally and alternatively certified

teachers is one of many factors that should be considered for the decrease of

violence toward teachers. Another component of this study addressed the lack

of support from administration when students victimize teachers at their schools.

Daniels et al.,(2007)explored how school personnel (teachers, administrators,

support staff, and any adult employed by the school) are often unsupported after

a violent attack against them. Particularly, support from administration has been

noted to be a strong factor when addressing violence toward teachers (George,

2013). Amy said:

> That's [administrative support] a big thing. Find a
> school where the administration helps you out
> because even though I was [sigh] you know
> [pause] the students weren't that great, I never got
> any help. Going to the administration [sic] and
> she'd come [sic] and you know, come and observe
> my class. The biggest help was, 'Your desk are
> wrong. You need to move your desk like this.'
> And so, she would show me how to move the
> desk. She would say, 'Now if you would put them
> in this shape, it'll be better. ' And I said, 'Okay.'
> So, um [pause] I didn't get the help that I needed.

When Jennifer told me about the violence she encountered while teaching in

Texas. She said, "Once the principal got involved, this was just swept under the

rug." Meaning this particular administrator failed to take appropriate action

regarding the violent incident that occurred toward her. Echoing how

unsupported and lackadaisical Amy and Jennifer's principals were, Jay told me:

> Honestly, that was the biggest thing with this last
> incident. The administration was not concerned
> about it. I told him, 'You know what? I'm
> changing schools next year.' And then, it became
> a hmmm [pause] maybe I should have handled this
> a little bit differently, but at that point to [sic] me
> it was too late.

Although Amy and Jay are alternatively certified, it was clearly

articulated that the lack of support from administration added an additional level

of traumatic to what already existed.

School-wide Preventative Measures

Being aware of what could possibly happen when administration does

not follow school-wide policy; violent incidents can become worse when the

entire school community fails to design a whole-school communal environment.

It is evident in this study that school climate factors are intimately intertwined

with the violence teachers experienced. School policy in rural, suburban, and

urban areas may vary from district to district; however, it was mentioned that

students are not always punished for their verbally abusive comments toward

teachers, and if they are, the punishment is harsh and overly punitive (Thomas,

2015). Neither extreme is good, and both can only exacerbate more violence.

For example, Jennifer is finding it very challenging to create and maintain a

positive and healthy student-teacher relationship when there is a high level of

aggression is present in the school (2015-2016) where she works.

In many cases, violence against teachers can be prevented when fair policies are created for both teachers and students (Payne & Welch, 2015). Creating, implementing, and maintaining a healthy and positive school climate where student–teacher mediation interactions are encouraged, will contribute to constructive behavioral and academic performance for students, and teachers will feel encouraged (McMahon et al., 2012; Thomas, 2015). For example, Hemphill (2008) utilizes restorative justice models for the purpose creating a space where both teachers and students can have an opportunity to talk-out the conflict and develop a healthy resolution before the student is suspended, especially in urban schools due to disproportionate school suspension (Payne & Welch, 2015; Thomas, 2015). This technique encourages restoration instead of retribution and is known to defuse aggression between teachers and students and serve as an example for others in the school community to work through their conflict with a dialogic approach and repair harm that occurred (Payne & Welch, 2015). In contrast to Jennifer's perception of the lack of concern toward violence against teachers, Raquel said that the district she is currently in (2015-2016) has implemented restorative justice, which provides both teachers and students to "talk the conflict out" before a suspension takes place. This gives both parties an opportunity to address issues and concerns in a private space outside of the classroom. Raquel said this new policy has decreased tension and aggressive behavior in her school.

Recommendation for Future Research

While this study is not specifically focused on preventing school violence, it provides possible solutions to decrease the alarming number of attacks on teachers. Perhaps it would be helpful if school-site teams (a) created an environment that emphasizes clear expectations of what is acceptable and unacceptable for student interaction with teachers, (b) involve community leaders and stakeholders in creating safe zones inside and outside of schools— for both teachers and students that does not enlarge the school-to-prison pipeline, and (c) ensure that adults have the skill sets to prevent conflict and resolve conflict within school settings (Guin, 2004). Lastly, I would recommend, school districts partner with departments of mental health or consider creating trauma-informed schools for the purpose of offering professional counseling services to traumatized teachers at the expense of the school district when they experience reoccurring verbal abuse and/or a physical assault (Cole et al., 2013).

Along with this study, I would be remiss if I did not mention the importance of increasing school resources, decreasing class sizes, providing continual support and guidance for teachers which will help to deescalate the tension in schools (Wilson et al., 2011). However, public education in many states is going in the opposite direction by increasing class sizes and providing less support for teachers (Thibodeaux, Labat, Lee, & Labat, 2015). Unfortunately, to make these recommendations a reality, there would have to be major shifts in the way in which public education is orchestrated, funded, and

how resources are allocated across communities. Until then, my goal as a researcher is to increase awareness around violence directed toward teachers and to promote a national commitment to the study of this phenomenon.

In addition to the previous recommendations, I would charge scholars to bring this "national silent crisis" to the forefront in more qualitative ways to prepare and support teachers. Although quantitative research is respected and fills the pages of Chapter One, it does not provide teachers an opportunity to share their stories. When teachers share their lived experiences by telling and retelling their stories, it strengthens teacher "lore" and adds to teacher knowledge (Schubert & Ayers, 1992). When their experiences are overlooked and devalued, we lose knowledge and wisdom that present and future teachers can learn from (Ayers and Schubert, 1994).

Conclusion

In sum, violence against teachers seems to be a universally prevalent component of the 21st century global education paradigm; thus, strategies to address and prevent victimization of teachers should be included as a critical element of comprehensive school safety plans. Teachers play one of the most significant roles in the lives of children. Their physical and psychological wellbeing has implications for the vitality of schools and the development of children. Schools in which one-half of teachers may be victimized in various ways pose a less optimal condition for healthy teacher-student relationship. Further, if we are going to prevent high-quality teachers from choosing to leave the profession, it is important to provide safe working environments. There is an

urgent need to incorporate the teacher experience into our national agenda on assessing, preventing, and addressing school violence against teachers.

REFERENCES

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York, NY: The New Press.

Allen, G., & Smith, T. (2015). Collectivistic coping strategies for distress among Polynesian Americans. *Psychological services, 12*(3), 322.

Alloy, L. B., Abramson, L. Y., Whitehouse, W. G., Hogan, M. E., Panzarella, C., & Rose, D. T. (2006). Prospective incidence of first onsets and recurrences of depression in individuals at high and low cognitive risk for depression. *Journal of abnormal psychology*, *115*(1), 145. American Academy of Pediatrics. (2009). Pediatrics. Volume 124, Number 1, July.

American Psychological Association. (2016). *Violence against teachers: A silent national silent crisis:* [Online brochure]. Retrieved from http://www.apa.org/education/k12/teacher-victimization.aspx

Anderson, C., & Brown, C. E. (2010). The functions and dysfunctions of hierarchy. *Research in Organizational Behavior*, *30*, 55–89.

Alonso, J., Lopez-Castedo, A., & Juste, M., (2009). School violence: Evaluation and proposal of teaching staff 1. *Perceptual and motor skills, 109*(2), 401-406.

Ashurst, F., & Venn, C. (2014). Inequality, poverty, education: A political economy of school exclusion. New York, NY: Palgrave Macmillan.

Ayers, W., & Schubert, W. (1994). Teacher lore: Learning about teaching from teachers. *Teachers thinking, teachers knowing*, 105-121. Retrieved from: http://files.eric.ed.gov/fulltext/ED374465.pdf#page=114.

Bagley, B., & Rosen, J. (2015) Drug trafficking, organized crime, and violence in the Americas. Gainesville, FL.: University Press of Florida.

Benjamin, A., & Carolissen, R. (2015). "They just block it out": Community counselors' narratives of trauma in a low-income community. *Peace and Conflict: Journal of Peace Psychology*, *21*(3), 414.

Boxer, P., & Sloan-Power, E. (2013). Coping With Violence: A Comprehensive Framework and Implications for Understanding Resilience. *Trauma, Violence, & Abuse, 13*(14),3.

Briere, J. N., & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment*. Los Angeles, CA: Sage Publications.

Bryant-Davis, T., & Wong, E. (2013). Faith to move mountains: Religion coping, spirituality, and interpersonal trauma recovery. *American Psychologist, 68*(8), 675.

Cillessen, A. H., & Mayeux, L. (2004). From censure to reinforcement: Developmental changes in the association between aggression and social status. *Child development*, *75*(1), 147-163.

Clandinin, D. &Connelly, F. (2000). Narrative inquiry: Experience and story in qualitative research. San Francisco: Jossey-Bass.

Clandinin, D. Pushor, D. &Orr, A. (2007). Navigating sites for narrative inquiry. *Journal of Teacher Education, 58*(1), 21-35.

Cole, S. F., Eisner, A., Gregory, M., & Ristuccia, J. (2013). *Helping traumatized children learn, Volume 2.* Boston, MA: Massachusetts Advocacy for Children.

Collins, P. (1998). *Fighting words: Black women and the search for justice*. Minneapolis, MN: University of Minnesota Press.

Connelly, F. (2002). "Reverberations." *Journal of Critical Inquiry into Curriculum and Instruction, 3*(3),54-55.

Constantine, M. G., Alleyne, V. L., Caldwell, L. D., McRae, M. B., & Suzuki, L. A. (2005).   Coping responses of Asian, Black, and Latino/Latina New York City residents following the September 11, 2001 terrorist attacks against the United States. *Cultural Diversity and Ethnic Minority Psychology*, *11*(4), 293.

Cori, J. L., & Scaer, R. (2008). *Healing from trauma: A survivor's guide to understanding your symptoms and reclaiming your life.* Philadelphia, PA: Da Capo Press.

Dail, P. (2015). Hard living in America's heartland: Rural poverty. Jefferson, NC: McFarland & Company, Inc.

Daniels, J. A., Bradley, M. C., & Hays, M. (2007). The impact of school violence on school personnel: Implications for psychologists. *Professional Psychology: Research and Practice, 38,* 652–659.

Davis, A. (2015). Freedom is a constant struggle: Ferguson, Palestine, and the foundations of a movement. Chicago, IL: Haymarket Books.

Dittmann, I., & Jensen, T. K. (2014). Giving a voice to traumatized youth—Experiences with trauma-focused cognitive behavioral therapy. *Child abuse & neglect*, *38*(7), 1221-1230.

Dzuka, J., & Dalbert, C. (2007). Student violence against teachers: Teachers' well-being and the belief in a just world. *European Psychologist, 12*, 253–260.

Epstein, M. (2013). *The trauma of everyday life*. New York, NY: Penguin Press: NY.

Espelage, D., Anderman, E., Brown, V., Jones, A., Lane, K., McMahon, S., Reddy, L., & Reynolds, C., (2013). Understanding and preventing violence directed against teachers: Recommendations for a national research, practice, and policy agenda. *American Psychologist, 68*(2), 75.

Evans, P. (2013). *The Verbally Abusive Relationship: How to recognize it and how to respond.* Avon, MA: Adams Media.

Fabbre, Alicia (2015, February 27). Plainfield teacher seeks no-contact order against student. *Chicago Tribune.*
Retrieved from.
http://www.chicagotribune.com/suburbs/bolingbrook-plainfield/news/ct-plainfield-teacher-protection-met-0222-20150220-story.html

Fasching-Varner, K., & Hartlep, N. (2015). Assault on Communities of Color: Exploring the Realities of Race-Based Violence. Lanham, MD : Rowman &Littlefield

Fournier, M. A. (2009).Adolescent hierarchy formation and the social competition theory of depression. *Journal of Social and Clinical Psychology*, 28, 1144–1172.

Fox, C., Roth, W. D., & Newman, K. (2003). A deadly partnership: Lethal violence in an Arkansas middle school. *Deadly lessons: Understanding lethal school violence*, 101-131.

Franklin, A. J., Boyd-Franklin, N., & Kelly, S. (2006). Racism and invisibility: Race-related stress, emotional abuse and psychological trauma for people of color. *Journal of Emotional Abuse*, *6*(2-3), 9-30.

Galand, B., Lecocq, C., & Philippot, P. (2007). School violence and teacher professional disengagement. *British Journal of Educational Psychology*, *77*, 465–477.

Gallagher, K., & Goodyear, R., Brewer, D., & Rueda, R. (2011). Urban education: A model for leadership and policy. New York, NY: Routledge.

Garrison, Joey (2011, May 17). Two-thirds of Hillsboro, Cane Ridge teachers say schools unsafe. *Nashville's Online Source for Daily News*.

Gazeley, L. (2010). The role of school exclusion processes in the re-production of social and educational disadvantage. *British Journal of Educational Studies*,*58*(3), 293-309.

George, L. (2013). *A phenomenological study describing violence against educators*(unpublished doctoral dissertation). University of Phoenix, USA.

Greenway, C. (2015). Trauma in schools—Understanding staff reactions through the application of psychoanalytic concepts and systemic metaphors. *Educational Psychology in Practice*, *21*(3), 235-243.

Gregory, A., & Mosely, P. M. (2004). The discipline gap: Teachers' views on the over-representation of African American students in the discipline system. *Equity &Excellence in Education*, *37*(1), 18-30.

Haney, K. G. Joy Thomas, J. &Vaughn, C. (2011). Identity border crossings within school communities as precursors to restorative conferencing: A symbolic interactionist study, *School Community Journal.21*(2), 55-80.

Hemphill, R. S. (2008). *Have Teacher Perceptions Toward School Violence Impacted Their Work? A Phenomenological Study*. (Unpublished doctoral dissertation). University of Oklahoma, Norman, Oklahoma.

Herman, J. L. (1992). Complex PTSD: A syndrome in survivors of prolonged and repeated trauma. *Journal of traumatic stress*, *5*(3), 377-391.

Hernandez, S. (2014). Breaking the Silence: My final forty days as a public school teacher. Minneapolis: MN. Mill City Press, Inc.

Hood, J. (2012, July 2). Teachers attacked by students show signs of post-traumatic stress disorder. *Chicago Tribune*. pp. 1A, 2A.

115

hooks, b. (2010). Teaching Critical Thinking: Practical Wisdom. New York, NY: Routledge.

Hunt, Jazelle. (2015, May 10). Teachers with subconscious bias punish Blacks more severely. *The Louisiana Weekly,* p.1.

Hunt, June. (2013). *Verbal and emotional abuse: Victory over verbal and emotional abuse.* Torrance, CA: Aspire Press.

Iacoviello, B. M., & Charney, D. S. (2014). Psychosocial facets of resilience: implications for preventing posttrauma psychopathology, treating trauma survivors, and enhancing community resilience. *European journal of psychotraumatology*, *5*.
Retrieved from: http://www.ejpt.net/index.php/ejpt/article/view/23970.

Jany, L., Sawyer, L. (2016, March 12). Two Como Park High students face felony charges in St. Paul teacher attack. *Star Tribune.*
Retrieved from:
http://www.startribune.com/como-park-students-face-felony-charges-in-teacher-assault/371846691/

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. Alexandria, VA: ASCD.

Johnson, D. R. (2009). Commentary: Examining underlying paradigms in the creative arts therapies of trauma. *The Arts in Psychotherapy*, *36*(2), 114-120.

Jones, C., & Shorter-Gooden, K. (2004) *Shifting: The double lives of Black women in America*. New York, NY: Harper Collins Publisher

Jones, P. (2008). Research into the core processes of drama therapy: vignettes and conversations. *The Arts in Psychotherapy*, *35*(4), 271-279.

Kajs, L., Schumacher, G., & Vital, C. A. (2014). Physical Assault of School Personnel. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, *87*(3), 91-96.

Kellner, D. (2016). *Guys and guns amok: Domestic terrorism and school shootings from the Oklahoma City bombing to the Virginia Tech massacre*. New York, NY: Routledge.

Kiefer, S., & Ryan, A. (2011). Students' perceptions of characteristics associated with social success: Changes during early adolescence. *Journal of Applied Developmental Psychology*, 32(4), 218-226.

Klassen, R. & Chiu, M. (2011). The occupational commitment and intention to quit of practicing and pre-service teachers: Influence of self-efficacy, job stress, and teaching context. *Contemporary Educational Psychology, 36,*114-129.

Klebanov, P., & Brooks, J., (2006). Cumulative, human capital, and psychological risk in the context of early intervention. *Annals of the New York Academy of Sciences*, *1094*(1), 63-82.

Kondrasuk, J. N., Greene, T., Waggoner, J., Edwards, K., & Nayak-Rhodes, A. (2005). Violence affecting school employees. *Education, 125*, 638–647.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational researcher*, *35*(7), 3-12.

Langman, P. (2009). *Why kids kill: Inside the minds of school shooters*. New York, NY: Macmillan.

Leonard, C. (2015). Caught on camera: JCPS investigates after Ballard teacher punched. *Wave 3 News.* Retrieved from: http://www.wave3.com/story/29898466/caught-on-camera-jcps-investigates-after-ballard-teacher-punched

Lepore, S., & Revenson, T., (2009). Resilience and posttraumatic growth: Recovery, resistance, and reconfiguration. In L. Calhoun, & R. Tedeschi. Handbook of Posttraumatic Growth: Research and Practice. Mahwah, NJ: Psychology Press.

Levine, S. Z., Laufer, A., Hamama-Raz, Y., Stein, E., & Solomon, Z. (2008). Posttraumatic growth in adolescence: Examining its components and relationship with PTSD. *Journal of Traumatic Stress*, *21*(5), 492.

Lindberg, D. M., Shapiro, R. A., Laskey, A. L., Pallin, D. J., Blood, E. A., & Berger, R. P. (2012). Prevalence of abusive injuries in siblings and household contacts of physically abused children. *Pediatrics*, *130*(2), 193-201.

McMahon, S. D., Martinez, A., Espelage, D., Rose, C., Reddy, L. A., Lane, K., Anderman, E., Reynolds, C., Jones, A., & Brown, V. (2014). Violence directed against teachers: Results from a national survey. *Psychology in the Schools*, *51*(7), 753-766.

Manke, M. (1997). Classroom power relations: Understanding student-teacher interaction. Mahwah, NJ: Lawrence Erlbaum.

Marshall, M., & Marshall, S. (2010). Respect me rules: How to stop verbal and emotional abuse and get the relationship you deserve. Springville, UT: Bonneville Books.

Mauer, M. (2006). *Race to incarcerate*. New York, NY: The New Press.

Maxwell, J. (1992). Understanding and validity in qualitative research. *Harvard educational review*, *62*(3), 279-301.

McEvoy, A. (2005). Teachers who bully students: Patterns and policy implications.   In *Teachers who bully students. Presentation to the Conference on Persistently Safe Schools–Philadelphia (September 11– 14. 2005).*

McNally, R. J. (2005). *Remembering trauma*. Cambridge, MA: Belknap Press of Harvard University Press.

Miller, A. (1983). For your own good: Hidden cruelty in childhood and the roots of violence. Union Square West, NY: Arlington Books.

Miller, J. B. (2015). *The healing connection: How women form relationships in therapy and in life*. Boston, MA: Beacon Press.

Martinez, A., McMahon, S. D., Espelage, D., Anderman, E. M., Reddy, L. A., & Sanchez, B. (2016). Teachers' experiences with multiple victimization: Identifying demographic, cognitive, and contextual correlates. *Journal of School Violence*, *15*(4), 1-19.

Morrison, J. Q. (2007). Perceptions of teachers and staff regarding the impact of the critical incident stress management (CISM) model for school-based crisis intervention. *Journal of School Violence, 6,* 101– 120.

Morrison, T. (1995). Nobel lecture, 7 December 1993. *The Georgia Review*,*49*(1), 318-323.

Mueser, K. T., Lu, W., Rosenberg, S. D., & Wolfe, R. (2010). The trauma of psychosis: Posttraumatic stress disorder and recent onset psychosis. *Schizophrenia Research*, *116*(2), 217-227.

Nansel, T., Overpeck, M., Pilla, R., Ruan, W., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among U.S. youth: Prevalence and

association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100.

National Association of Schoolmasters Union of Women Teachers (2014). Retrieved from: http://www.nasuwt.org.uk/Whatsnew/NASUWTNews/PressReleases/NASUWT_013962

National Center for Education Statistics (2012). Retrieved from: http://nces.ed.gov/pubs2013/2013036.pdf

Newman, K. S. (2008). *Rampage: The social roots of school shootings*. New York, NY: Basic Books.

Newman, K., & Fox, C. (2005). Repeat tragedy: Rampage shootings in American high school and college settings, 2002-2008. *American Behavioral Scientist*, 52(9), 1286-1308.

Ojanen, T., Findley, D., & Fuller, S. (2012). Physical and relational aggression in early adolescence: Associations with narcissism, temperament, and social goals. *Aggressive Behavior, 38*(2), 99-107.

Orpinas, P., McNicholas, C., & Nahapetyan, L. (2015). Gender differences in trajectories of relational aggression perpetration and victimization from middle to high school. *Aggressive Behavior, 41*(5), 401-412.

Owens, J. (2013). *Confessions of a Bad Teacher: The Shocking Truth from the Front Lines of American Public Education*. Naperville, IL: Sourcebooks, Inc.

Pargament, K. I., Koenig, H. G., Tarakeshwar, N., & Hahn, J. (2004). Religious coping methods as predictors of psychological, physical and spiritual outcomes among medically ill elderly patients: A two-year longitudinal study. *Journal of Health Psychology*, 9(6), 713-730.

Parsons, L. (2005).Bullied teacher, bullied student: How to recognize the bullying culture in your school and what to do about it. Canada: Pembroke.

Payne, A., & Welch, K. (2015). Restorative justice in schools: The influence of race on restorative discipline. *Youth &Society, 47*(4), 539-564.

Pearl, L. (2016). School shootings since Columbine: By the numbers. http://abcnews.go.com/US/school-shootings-columbine-numbers/story?id=36833245

Peleg, M., Lev-Wiesel, R., & Yaniv, D. (2014). Reconstruction of self-identity of Holocaust child survivors who participated in "Testimony Theater" *Psychological Trauma: Theory, Research, Practice, and Policy*, *6*(4), 411.

Pellegrini, A. D., & Long, J. D. (2002). A longitudinal study of bullying, dominance, and victimization during the transition from primary school through secondary school. *British Journal of Developmental Psychology*, 20, 259–280.

Porterfield, K. A., & Lindhout, A. (2014). Healing in forgiveness: A discussion with Amanda Lindhout and Katherine Porterfield, PhD. *European Journal of Psychotraumatology*, *5*.
Retrieved from:http://doi.org/10.3402/ejpt.v5.24390.

Reddy, L. A., Newman, E., DeThomas, C., & Chun, V. (2009). Effectiveness of school-based   prevention and intervention programs for children and adolescents with emotional disturbances: A meta-analysis. *Journal of School Psychology*, 47, 77-99.

Robers, S., Zhang, A., Morgan, R., &Musu-Gillette, L., (2015). National Center For Education Statistics. Bureau of Justice Statistics. Indicators of School Crime and Safety 2012.
Retrieved from: http://www.bjs.gov/content/pub/pdf/iscs11.pdf.

Russell, S. T., Day, J. K., Ioverno, S., & Toomey, R. B. (2016). Are school policies focused on sexual orientation and gender identity associated with less bullying? Teachers' perspectives. *Journal of School Psychology, 54*(1),   29-38.

Savin-Williams, R. C. (1979).Dominance hierarchies in groups of early adolescents. *Child Development,*50, 923–935.

Schouten, K. A., Gerrit, J., Knipscheer, J. W., Kleber, R. J., & Hutschemaekers, G. J. (2015).   The effectiveness of art therapy in the treatment of traumatized adults: A systematic review on art therapy and trauma. *Trauma, Violence, & Abuse*, *16*(2), 220-228.

Schubert, W., & Ayers, W., (1992). *Teacher lore: Learning from our own experience*. White Plains, NY: Longman.

Seeman, M. (1959), "On the Meaning of Alienation",*American Sociological Review*, Vol. 34, pp. 783-791.

Sharp, S., & Ortiz, J. (2016). Staying out or going back? A qualitative study of women prisoners, recidivism and reintegration. In S. Sharp, S. Marcus-Mendoza, S., Cameron, K., & Daniel- Roberson, E., (eds). <u>Across the spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System</u>. Durham, NC: Carolina Academic Press.

Sharpe, T. (2015). Understanding the sociocultural context of coping for African American family members of homicide victims: A conceptual model. *Trauma, Violence, &Abuse*, *16*(1), 48-59.

Shernoff, E., Mehta, T., Atkins, M., Torf, R., & Spencer, J. (2011). A qualitative study of the sources and impact of stress among urban teachers. *School of Mental Health, 3,* 59–69.

Sousa, C., Haj-Yahia, M., Feldman, G., and Lee, J. (2013). Individual and collective dimensions of resilience within political violence. *Trauma, Violence, and Abuse*, *14(*3), 235-254.

Sturtz, K. (2016). Student accused of punching teachers during incident at Henning High School.
Retrieved from:
http://www.syracuse.com/crime/index.ssf/2016/03/syracuse_teen_charged_with_assaulting_teachers.html

Suleiman, S. R. (2008). Judith Herman and contemporary trauma theory. *Women's Studies Quarterly*, *36*(1/2), 276–281.

Sweetland, S. R. (2001). Authenticity and sense of power in enabling school structures: An empirical analysis. *Education*, *121*(3), 581.

Thibodeaux, A. Labat, M., Lee, D., & Labat, C. (2015). The effects of leadership and high-stakes testing on teacher retention. *Academy of Educational Leadership Journal, 19*(1), 227.

Thomas, J. M. (2015). Confronting mass incarcerations as cultural miseducation: A symbolic interactionist approach. (Unpublished doctoral dissertation) University of Oklahoma, Norman, OK.

Thomson, P., & Jaque, S. (2011). Testimonial theatre-making: Establishing or dissociating the self. *Psychology of Aesthetics, Creativity, and the Arts*, *5*(3), 229.

Ungar, M., & Liebenberg, L. (2011). Assessing resilience across cultures using mixed methods: Construction of the child and youth resilience measure. *Journal of Mixed Methods Research*,*5*(2),26-149.

Van der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma.* New York, NY: Penguin Books.

Warson, E. (2012). Healing pathways: Art therapy for American Indian cancer survivors. *Journal of Cancer Education*, *27*(1), 47-56.

White, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. New York, NY: Norton & Company.

Wilkinson, R. G., & Pickett, K. (2009). The spirit level: Why more equal societies almost always do better. London: Allen Lane.

Wilson, C., Douglas, K., & Lyon, D. (2011). Violence against teachers: Prevalence and consequences. *Journal of Interpersonal Violence, 26*, 2353–2371.

Wolke, D., Woods, S., & Samara, M. (2009). Who escapes or remains a victim of bullying in primary school? *British Journal of Developmental Psychology,* 27, 835–851.

Zimmer, C. (2012). *The experience and psychological impact of school violence on rural Alberta teachers* (unpublished doctoral dissertation). University of Lethbridge, , Lethbridge, Alta. c2012).

SCHOOL VIOLENCE

ATTENTION TEACHERS

Researcher is looking for PreK- 12 teachers who

have experienced violence in their school.

Violence consists of:

Verbal Abuse from student(s)

Physical Assault from student(s)

If you are interested in being a respondent, please contact Rashell @

405.255.7122

University of Oklahoma

Institutional Review Board

Informed Consent to Participate in a Research Study

Project Title:	Violence in U.S. Schools
Principal Investigator:	Rashell J. Campbell-Daughty
Department:	Jeannine Rainbolt College of Education

You are being asked to volunteer for this research study. This study is being conducted at school site, public location, or University of Oklahoma. You were selected as a possible participant because you are a teacher who has experienced violence in the workplace. Participant was selected by contacting the Principle Investigator's who was on flyer. Please read this form and ask any questions that you may have before agreeing to take part in this study.

Purpose of the Research Study

The purpose of this study is to investigate teachers who have been verbally abuse or physically assaulted by a student in the workplace. This study is for the purpose to better understand what type of teacher training might benefit teachers who experience violence in the classroom.

Number of Participants

About 7-10 people will take part in this study.

Procedures

124

If you agree to be in this study, you will be asked to share how long you have taught, what type of certification, what grade, and share your violent experience, and express how you are able to continue teaching afterwards.

Length of Participation

1-2 hours for 2 weeks

Risks of being in the study are

There are psychological risks to participants who recount traumatic experience(s).

Benefits of being in the study are

It is possible that some participants may feel empowered and acknowledge a high level of resilience after interview. Individuals may directly benefit from participation in this type of research, such as studies designed to offer interventions or procedures that offer a prospect of benefits. For example, potential benefits include receiving clinically significant information that could be used to influence the mental health care provided, receiving standard treatments or intervention as part of the research, such as counseling, or gaining access to experimental therapies that may improve the participant's mental health or regular health status.

Compensation

You (will not)be reimbursed for your time and participation in this study.

Confidentiality

In published reports, there will be no information included that will make it possible to identify you ("without your permission"). Research records will be stored securely and only approved researchers will have access to the records.

There are organizations that may inspect and/or copy your research records for quality assurance and data analysis. These organizations include the OU Institutional Review Board.

Voluntary Nature of the Study

Participation in this study is voluntary. If you withdraw or decline participation, you will not be penalized or lose benefits or services unrelated to the study. If you decide to participate, you may decline to answer any question and may choose to withdraw at any time.

You have the right to access the research data that has been collected about you as a part of this research study. However, you may not have access to this information until the entire research study has completely finished and you consent to this temporary restriction.

<div align="center">

Waivers of Elements of Confidentiality

</div>

Your name will not be retained or linked with your responses unless you specifically agree to be identified. The data you provide will be (either destroyed OR retained in anonymous form) unless you specifically agree for data retention or retention of contact information beyond the end of the study. Please check all of the options that you agree to:

I consent to being quoted directly.   ___ Yes ___ No

I consent to having the information I provided retained for potential use in future studies by this researcher.

<div align="center">

___Yes ___No

Request for record information

</div>

If you approve, your confidential records will be used as data for this study. The records that will be used include: How many years of teaching, type of certification, gender, age, violent event (s). These records will be used for the following purpose(s): data will be used to better understand what type of teacher training might benefit teachers who experience violence in the classroom.

_____ I agree for my records interview documents (questionnaire, survey,) to be

accessed and used for the purposes described above.

_____ I do not agree for my interview documents (questionnaire, survey)records to be accessed for use as research data.

Audio Recording of Study Activities

To assist with accurate recording of your responses, (interviews) may be recorded on an audio recording device. You have the right to refuse to allow such recording without penalty. (For focus groups, you may wish to use this language – "If you do not agree to audio-recording, you cannot participate in this study.") Please select one of the following options:

I consent to audio recording.   ___   Yes   ___   No

Video Recording of Study Activities

To assist with accurate recording of your responses, (interviews) may be recorded on a video recording device. You have the right to refuse to allow such recording. ("If you do not agree to video-recording, you cannot participate in this study.") Please select one of the following options:

I consent to video recording.   ___   Yes   ___   No

Photographing of Study Participants/Activities

In order to preserve an image related to the research, photographs may be taken of participants. You have the right to refuse to allow photographs to be taken without penalty. Please select one of the following options:

I consent to photographs. ___   Yes   ___   No

Future Communications

The researcher would like to contact you again to recruit you into this study or to gather additional information.

For studies that involve contacting the participants multiple times, please include an option to "not contact anymore".

_____ I give my permission for the researcher to contact me in the future.

_____ I do not wish to be contacted by the researcher again.

Contacts and Questions

If you have concerns or complaints about the research, the researcher(s) conducting this study can be contacted at Principal Investigator:

Rashell Daughty (405) 255- 7122, Rashell.J.Daughty-1@ou.edu;

Advisor: Courtney Vaughn (405) 325-4202 vaughn1@ou.edu;

Contact the researcher(s) if you have questions, or if you have experienced a research-related injury.

If you have any questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than individuals on the research team or if you cannot reach the research team, you may contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu.

You will be given a copy of this information to keep for your records. If you are not given a copy of this consent form, please request one.

Statement of Consent

I have read the above information. I have asked questions and have received satisfactory answers. I consent to participate in the study.

_____

Participant Signature   Print Name   Date

_____

Signature of Person Obtaining Consent   Date

_____

Print Name of Person Obtaining Consent

_____

Signature of Witness (if applicable)   Date

_____

Print Name of Witness

As a Behavioral Health Rehabilitation Specialist of four years I have training in the following areas and have experience with assisting individuals with their survival, which can also reduce or eliminate functional deficits, interpersonal/environmental barriers and provide a richness and meaning to their lives. With individuals who suffer from Schizophrenia, I assist with the following: Cognitive impairments – Impaired attention and memory, confusion, difficulty concentrating and distractibility, inability to transfer information from one situation to another; impairment of logic, problem solving and ability to do abstract thinking; and "lack of insight"—which can make treating or working with people who live with schizophrenia much more challenging. Dysphonic mood – depression, anxiety, anger Psychomotor activity abnormalities – pacing, rocking, apathetic, immobility Grimacing, posturing, old mannerisms, ritualistic or stereotyped behaviors or disturbances in sleep.

Positive symptoms of schizophrenia include – Acute symptoms that represent an excess or distortion of normal functioning . • Hallucinations cause a person to hear voices inside or outside their heads or, less commonly, see things that do not exist. • Delusions occur when someone believes ideas that are clearly false, such as that people are reading their thoughts or that they can control other people's minds.

Negative symptoms of schizophrenia include – Residual symptoms that reflect a loss functioning or deficits. • Negative symptoms often include emotional flatness or lack of expressiveness, • an inability to start and follow through with activities, speech that is brief and lacks content and a lack of pleasure or interest in life. • Difficulties with social cues and relationships are common. • These symptoms challenge rehabilitation efforts, as work and school goals require motivation as well as social function.

I assist with mood disorders which are characterized by changes in affect or emotion that are characterized by extreme or prolonged states of sadness, apathy, or elation. Energy level, participation in daily activities, appetite, self-esteem, thinking, speech, sex drive and interpersonal relations can be impaired.

Individuals who suffer from bipolar disorder is characterized by episodes of mania (increased state of excitement, expansiveness and/or irritability) and then shifts to cycles of depression (deepened state of sadness, melancholy, hopelessness.

In addition, I assist with individuals who suffer from panic attacks, which are – Discrete period of intense fear where an individual experiences multiple somatic or cognitive symptoms that develop abruptly Derealization – Altered, sensations/perceptions where people seem unfamiliar or mechanical Depersonalization – Dreamlike, sensations or perpetual distortions where the individual feels detached from their body or mental processes. • Chest pains • Trembling or shaking • Difficulty breathing • Choking • Nausea • Dizziness • Chills or hot flashes • Sweating • Fear of losing control • Fear of dying • Palpitations, racing or pounding heart • Numbness or tingling sensation.

I will make sure all participants are aware of all exits, restrooms, vending machines, and other public facilities, etc. If I notice any of the above stated features during interview, principal investigator will immediately stop the interview, break for 15 minutes. Next, principle investigator will give participant an opportunity to decline or continue with interview.

Create an environment that will not cue any environmental triggers such as a loud voice, loud noises, aggressive behaviors, for participant.

I will be sure that the environment is unlocked so participants can exit the interview easily.

Principal Investigator will offer resources such as contact information of several counseling services and crisis hotlines.

Counseling and Trauma Resources:

Better Life Counseling Services 700 North Pennsylvania Avenue, Oklahoma City, OK 73106
(405) 735-9732

Oak Tree Counseling Services 330 West Gray Street #140 Norman, OK (405) 919-6821

Moore Counseling Center PC1044 Southwest 4th Street Moore, OK (405) 735-6333

Crisis Call Center 24/7   1-800-273-8225
Crisis Hotline 24/7   1-775-784-8090
Crisis Intervention Hotline 24/7   1-800-448-3000
The 700 Club Hotline 24/7   1-800-759-0700

CONSENT FORM

Title of Research: (Re)thinking School Violence: Teachers as Victims and
Survivors

Lead Researcher: Rashell J. Campbell- Daughty, University of Oklahoma

<u>Purpose of Research</u>

You are being asked to participate in research conducted by Rashell J.

Campbell-Daughty for her dissertation. The purpose of this study is to examine

the violent acts that teachers face in public schools. Your interview will be used

to inform this dissertation and may subsequently be published in various forms.

Pseudonyms will be used throughout the entire process in order to protect the

anonymity of participants.

<u>Methods:</u>

In this research, participants will participate in a private, one-on-one interview

about their experience(s) as a teacher who have been verbally abuse, physically

attacked, and/or reflection on rampage school shootings. Interview length is

variable, but sessions will likely result in up to 2 hours of interview. Participants

have the option to end interview at any time.

Potential Risks & Benefits:

Your identity will be protected by the assignment of pseudonyms to your

interview data, and masking all direct references that may reveal your identity.

Because every effort will be taken to preserve confidentiality in this research,

risks to participants are not perceived. Instead, the hope is that this study might

be useful to current and future teachers through the Pre K- 12 pipeline who will

recognize the violence that teachers face.

Your participation is entirely voluntary and you may withdraw consent and

terminate participation at any time without consequence. The lead researcher

will provide you her contact information via business card. Please contact her

for questions and concerns at any time during this process.

"The study has been discussed with me and all my questions have been answered. I may
direct additional questions regarding study specifics to the investigators. If I have
questions about subjects' rights or other concerns, I can contact Laura Mayeux,
Vice- Chairwoman, OU Institutional Review Board, (405) 325 -8110. I agree to participate in the
study described above and acknowledge the researchers' obligation to provide me with a
copy of this consent form if signed by me."

_____ _____ _____
Participant Name Participant Signature   Date

PARTICIPANT INFORMATION FORM

Name_____ Preferred

Pseudonym_____

School

Address_____

City_____ State_____

Zip_____

Home/School Phone (   )_____Mobile Phone (   )_____

Alternate Phone

Number_____

E-mail

address_____

Permanent Address (if different from above)

Street

Address_____

City_____ State_____

Zip_____

Alternate E-mail

address_____

Are you a state certified teacher?   _____Yes   _____No

State_____

Certification: _____ Traditional ____Alternative

Gender: _____ Female _____ Male

Race: _____

Age: _____

Years of Teaching

o 1-5 years
o 6-10 years
o 11- 15 years
o More than 15 years

Level of Teaching

o Elementary
o Junior High
o High School

School Demography

o Predominantly African American
o Predominantly White
o Predominantly Hispanic
o Diverse

School Type

o Public
o Private
o Other_____

Degree Employment

o Master's _____(field)
o Ph.D._____(field)
o M.D._____(specialization)

135

o   J.D._____(area of practice)

o   Other_____

Household/family Information

o   Married
o   Married with Children under 18 yrs. old
o   Single
o   Single with Children under 18 yrs. old
o   Widowed
o   Divorced
o   Divorced with children under 18 yrs. old

Yearly Family Income

o $Below $20,000
o $20,000 to $39,999
o $40,000 to $59,999
o $60,000 to $79,999
o $80,000 to $99,999
o $100,000 to $119,999
o $120,000 to $139,999
o $140,000 to $159,999
o $160,000 to $179,000
o $180,000 to $199,000
o $200,000 to $249,999
o $250,000 and above

How many individuals live in your household?_____

What type of educational department stores (i.e. Staples, Lakeshore, Mardel,

Office Depot/Max, Target, Wal-Mart) do you like best?

_____

SAMPLE INTERVIEW PROTOCOL

Pre- College Experience

1. Tell me a little bit about your kindergarten experience and your elementary

school experience.

2. Tell me about junior high or your middle school years as a pre-teen.

3. Were there any high school teachers that you immediately connected with

when you got to high school?

Collegiate Experience

4. At what point did you decide that you wanted to become a teacher and the

grade that you wanted to teach?

5. What types of expectations did you have for students as a pre- service

teacher?

6. While you were in college, did you feel like your institution prepared you for

the field/discipline of education?

Teaching Experience

Which violent episode best describe your experience?

_____verbal abuse/threats   _____physical assault

8. Where did you teach as a first/entry year teacher? Were you familiar with the

district/community?

9. Were you exposed to violence against teachers who had been there before you arrived as a teacher?

10. Did you have any type of support during your first year of teaching, such as a mentor teacher, or a coach?

11. At what point did you become exposed to violence at your first school location?

12. What was the specific incident that took place during the violent activity? Who was involved in the activity? (i.g. , student to teacher, teacher to teacher, teacher to administrator.

13. Were there any weapons involved in the incident?

14. Were there any consequences regarding the violence? If so, what was the consequence?

15. Was the incident reported to administration, superintendent, police officer?

16. What type of psychological affect did the incident have on you and did it affect your teaching in any way?

17. Do you think the issue was properly dealt with? If not, what would you suggest should have happened?

18. What affect did this issue have on your perspective as an educator? Did you contemplate a change of career due to the violent incident?

19. What type of support did you receive from colleagues from other districts/schools?

20. Have you heard of any similar incidents like yours in other schools in the United States?

21. After experiencing the violent incident, what did you wish the teacher preparation had taught you before you entered the field, that would have helped you deal with the violent incident? If any.

22. What advice would you give to current pre service teachers and entry year teachers.

APPENDIX F

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Initial Submission – Expedited Review – AP01

Date: February 26, 2015

IRB#: 5201

Principal Investigator: Rashell J. Daughty

Approval Date: 02/26/2015

Expiration Date: 01/31/2016

Study Title: Violence in U.S. Schools

Expedited Category: 6 & 7

Collection/Use of PHI: No

On behalf of the Institutional Review Board (IRB), I have reviewed and granted expedited approval of the above-referenced research study. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:
- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Obtain informed consent and research privacy authorization using the currently approved, stamped forms and retain all original, signed forms, if applicable.
- Request approval from the IRB prior to implementing any/all modifications.
- Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related per IRB policy.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Promptly submit continuing review documents to the IRB upon notification approximately 60 days prior to the expiration date indicated above.
- Submit a final closure report at the completion of the project.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Lara Mayeux

Lara Mayeux, Ph.D.
Vice Chair, Institutional Review Board

140

APPENDIX G

The UNIVERSITY of OKLAHOMA

Institutional Review Board for the Protection of Human Subjects

Approval of Continuing Review – Expedited Review – AP0

Date:	December 04, 2015	IRB#:	5201

Principal
Investigator: Rashell J. Daughty

Approval Date: 12/03/2015
Expiration Date: 11/30/2016

Expedited Category: 6 & 7

Study Title: Violence in U.S. Schools

Based on the information submitted, your study is currently: Active, open to enrollment. On behalf the Institutional Review Board (IRB), I have reviewed and approved your continuing review application. To view the documents approved for this submission, open this study from the *My Studies* option, go to *Submission History*, go to *Completed Submissions* tab and then click the *Details* icon.

As principal investigator of this research study, you are responsible to:
- Conduct the research study in a manner consistent with the requirements of the IRB and federal regulations 45 CFR 46.
- Obtain informed consent and research privacy authorization using the currently approved, stamped forms and retain all original, signed forms, if applicable.
- Request approval from the IRB prior to implementing any/all modifications.
- Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related per IRB policy.
- Maintain accurate and complete study records for evaluation by the HRPP Quality Improvement Program and, if applicable, inspection by regulatory agencies and/or the study sponsor.
- Promptly submit continuing review documents to the IRB upon notification approximately 60 days prior to the expiration date indicated above.
- Submit a final closure report at the completion of the project.

You will receive notification approximately 60 days prior to the expiration date noted above. You are responsible for submitting continuing review documents in a timely fashion in order to maintain continued IRB approval.

If you have questions about this notification or using iRIS, contact the IRB @ 405-325-8110 or irb@ou.edu.

Cordially,

Lara Mayeux, Ph.D.
Vice Chair, Institutional Review Board