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A Psychometric Evaluation of the Turkish Version of the Trauma-Informed Education Knowledge Scale

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Abstract

This study sought to translate and validate the Trauma-Informed Education Knowledge Scale (TIE-KS), developed to assess preschool teachers' level of trauma-related knowledge, into Turkish and to examine its validity and reliability. A total of 251 educators from Ministry of Education-affiliated schools in Edirne, Turkey, took part in the research. A comprehensive, multi-phase translation protocol was employed during the adaptation process. First, the scale was translated into Turkish by experts. Then, expert opinions were obtained from professionals in the academic field to ensure content validity. Through the back-translation method, linguistic equivalence was established, and a pilot study was carried out to check whether the scale instructions and items are clearly worded. To analyze the data, Confirmatory Factor Analysis (CFA) was employed to examine the factorial structure. Findings demonstrated consistency with the original two-factor model of the scale (understanding trauma and reflecting trauma knowledge in educational settings). Internal consistency metrics, including Cronbach's alpha and McDonald's omega, indicated robust reliability, revealing high internal consistency, particularly in the "understanding trauma" subscale. For criterion-related validity, positive and significant correlations were found between the TIE-KS and the Trauma-Informed Care Scale (TICS). The findings indicated that the Turkish adaptation of the TIE-KS is both valid and reliable and offers a functional resource for evaluating teachers' trauma-informed knowledge and for planning in-service training programs.

Keywords: Educational sciences, trauma-informed education, psychometric validation, teacher training, scale adaptation.

Travma Bilgili Eğitim Bilgisi Ölçeği'nin Türkçe Formunun Psikometrik Özelliklerinin İncelenmesi

Öz

Mevcut araştırma, okul öncesi öğretmenlerinin travma bilgisi düzeylerini değerlendirmek üzere geliştirilen Travma Bilgili Eğitim Bilgisi Ölçeği'nin (TBEBÖ) Türkçeye uyarlanması ve ölçeğin geçerlik ile güvenirlik özelliklerinin incelenmesini amaçlamaktadır. Araştırma, Edirne ilinde Millî Eğitim Bakanlığı'na bağlı okullarda çalışan 251 öğretmeninin katılımıyla gerçekleştirilmiştir. Ölçeğin Türkçeye uyarlanma süreci, çok aşamalı bir çeviri prosedürünü içermektedir. İlk olarak, ölçek uzmanlar tarafından Türkçeye çevrilmiş; ardından kapsam geçerliği açısından akademik alanda uzman kişilerden görüş alınmıştır. Geri çeviri yöntemiyle ölçeğin dilsel eşdeğerliği sağlanmış ve pilot uygulama ile ölçüm aracının anlaşılırlığı test edilmiştir. Verilerin analizinde uygulanan doğrulayıcı faktör analizi (DFA) sonuçları, ölçeğin özgün formundaki iki faktörlü yapının (travmayı anlama ve travma bilgilerini eğitim ortamına yansıtma) Türkçe formda da korunduğunu göstermiştir. Ölçeğin güvenirliğini sınamak için Cronbach's alpha ve McDonald's omega katsayılarından yararlanılmış ve özellikle "travmayı anlama" alt boyutunda yüksek düzeyde iç tutarlılık elde edilmiştir. Ölçüt bağlantılı geçerlik kapsamında, Travma Bilgili Eğitim Bilgisi Ölçeği (TBEBÖ) ile Travma Bilgili Bakım Ölçeği (TBBÖ) arasında pozitif ve anlamlı korelasyonlar bulunmuştur. Bu durum, ölçeğin benzer yapıları ölçmede yeterli düzeyde geçerliğe sahip olduğunu göstermektedir. Bulgular, TBEBÖ'nün Türkçe uyarlamasının geçerli ve güvenilir olduğunu ortaya koymakta; öğretmenlerin travma temelli bilgi düzeylerini değerlendirmede ve bu konuyla ilgili hizmet içi eğitim ve programların planlamasında işlevsel bir araç olarak kullanılabileceğini göstermektedir.

Anahtar kelimeler: Eğitim bilimleri, travma bilgili eğitim, psikometrik özellikler, öğretmen eğitimi, ölçek uyarlama.

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INTRODUCTION

Trauma is defined as events that threaten an individual's physical or psychological integrity, eliciting intense feelings of fear, helplessness, or horror, and when experienced during childhood, it can profoundly disrupt developmental trajectories (American Psychiatric Association, 2013). Children are especially vulnerable to trauma due to their still-developing emotional control, reasoning abilities, and coping mechanisms (Shonkoff et al., 2012). When trauma coincides with key stages of brain development, it may intensify its long-lasting detrimental outcomes (Cross et al. 2017).

Experiencing trauma early in life can interfere with learning, hinder emotional balance, and disrupt both cognition and social functioning (Atkinson, 2013; Perry, 2006; Bethell et al., 2014), resulting in low academic performance, attentional difficulties, behavioral challenges, and disruptions in trust-based relationships (Larson et al., 2017; Van der Kolk, 2014). At the neurobiological level, elevated glucocorticoid cortisol levels have been observed in children exposed to trauma, exerting suppressive effects on memory and executive functions (Carrion & Wong, 2012). Extended trauma triggers long-term hyperactivation of neurobiological stress pathways, which leads to chronic hyperarousal and diminished emotional regulation capacity (Maren et al., 2013; Perry, 2009).

Beyond its individual consequences, childhood trauma significantly influences school environments and teacher-student dynamics. Craig (2008) underscores that traumatized students often struggle to adapt to classroom settings in the absence of adequate teacher support and understanding, which consequently undermines teacher-student relationships. Similarly, Oehlberg (2008) emphasizes that childhood trauma compromises emotional regulation skills, contributing to behavioral problems such as teacher-student conflict. In this regard, the role of educators who recognize the neurodevelopmental sequelae of trauma and adapt their pedagogical strategies accordingly becomes increasingly salient (Cross et al., 2017; Brunzell et al., 2015). Because of their continuous interaction with students, teachers are a central figure who can make use of trauma-responsive methods in their classrooms. In this respect, the trauma-informed education approach has gained prominence. This approach seeks to ensure that teachers interpret student behaviors not merely at the symptomatic level but by understanding and addressing the underlying emotional processes (Blodgett & Dorado, 2016).

Trauma-informed education constitutes a holistic pedagogical paradigm that strives to foster feelings of safety among students, support emotional regulation capacities, and mitigate factors impeding learning (Overstreet & Chafouleas, 2016). Encompassing domains such as classroom management, teacher-student relationships, disciplinary practices, and school climate, this approach offers a comprehensive framework that promotes neurological healing through secure relationships and predictable learning environments (Chafouleas et al., 2016; Perry, 2006). Equipping preschool teachers—who operate during a period when brain development and overall developmental capacities are at their peak—with trauma-informed competencies may foster greater resilience among children facing traumatic experiences (National Scientific Council on the Developing Child, 2010).

Preschool teachers, who serve as primary attachment figures during children's early developmental stages, contribute substantially to children's emotional security, holistic development, and learning by establishing trust-based relationships. Furthermore, teachers occupy a central role in facilitating children's coping with trauma-related difficulties, enhancing their resilience, and alleviating the long-term consequences of trauma (Zeanah & Gleason, 2015). In this context, trauma-informed teachers' compassionate responses to children's behaviors, their ability to prevent retraumatization, and their capacity to foster healthy teacher-child relationships are of critical significance (Bartlett et al., 2017; Ahmetoğlu & Shependi Şirin, 2024). Empirical evidence demonstrates that teachers' knowledge of trauma directly influences classroom climate and students' engagement with school (Whitaker et al., 2019). Moreover, securely attached children are known to exhibit greater resilience when encountering traumatic experiences later in life (Zeanah & Gleason, 2015). Accordingly, trauma-informed teachers may serve as vital protective factors in fostering both academic achievement and social competence among children (Bartlett et al., 2017).

In recent years, many education systems, particularly in the United States, have begun integrating trauma-informed practices into educational policies. Some countries, including Canada, Australia, and the United Kingdom have integrated trauma-informed knowledge into teacher education programs and developed diverse school-based intervention models (Brunzell et al., 2016; Stromberg, 2023; The National Child Traumatic Stress Network, 2021; Thomas et al., 2019). Within this framework, several programs—such as Trauma Smart (Orapallo, Grant, & Baker, 2021), Trauma-Informed Elementary Schools (TIES; Rishel et al., 2019), Roots of Resilience (Lipscomb et al., 2019), and Head Start Trauma Smart-HSTS (Holmes et al., 2015)—have emerged as prominent

interventions that promote trauma-informed educational practices, particularly in early childhood education contexts. Studies on these interventions have highlighted meaningful links between educators' trauma-related knowledge, their confidence in handling such issues, and the methods they apply in the classroom (Bilbrey et al., 2024; Koslouski & Chafouleas, 2022). Sonsteng-Person and Loomis (2021) established that teacher training significantly enhances trauma knowledge and intervention competencies. Similarly, Koslouski (2022) reported that professional development programs generate positive shifts in teachers' attitudes and instructional approaches.

Due to recurrent exposure to adversities like natural disasters, displacement, and interpersonal crises, Turkey represents a context with elevated risk for childhood trauma (Ahmetoğlu et al., 2024b; Öz, 2020). Nonetheless, academic studies addressing trauma-informed education in Turkey remain scarce. Existing research primarily focuses on the health sector, with limited comprehensive investigations into teachers' knowledge levels, practical competencies, or the effectiveness of trauma-informed intervention programs within educational settings (Ahmetoğlu et al., 2024b; Eriş & Şimşek, 2023; Karakurt et al., 2022; Tekin & Bayar, 2023; Yılmaz & Tuzgöl-Dost, 2023). Educational settings, where children engage for a major part of their day, influence their academic achievements as well as their emotional and interpersonal growth. Within this context, after parents, teachers often represent the most consistent adult presence in a child's life, positioning them to recognize trauma's impact and respond with appropriate interventions. Therefore, it is essential to have educators who are trained in trauma-sensitive approaches, comprehend trauma's developmental effects, and can respond with empathy and effective strategies (Ahmetoğlu et al., 2024b). In response to this need, we aim to adapt the Trauma-Informed Education Knowledge Scale (TIE-KS), developed by Ilchena et al. (2024), into Turkish and to determine its psychometric soundness in capturing preschool teachers' knowledge of trauma and trauma-informed practices and provide a culturally adapted, psychometrically sound tool for evaluating preschool educators' understanding of trauma and its integration into classroom practices.

METHOD

Research Design

A quantitative approach is employed in the current study. The study primarily focused on translating the TIE-KS developed by Ilchena et al. (2024) into Turkish, and evaluating its structural validity, internal consistency, and external validity indicators. Accordingly, a scale adaptation methodology was adopted, incorporating confirmatory factor analysis (CFA) alongside tests of reliability and criterion validity.

Participants

The study sample consisted of 251 educators working in various schools across Edirne Province. Participant ages spanned from 22 to 61, with a mean age of 34.99 (SD = 9.43). Of the total sample, 84.1% identified as female (n = 211), while 15.9% (n = 40) identified as male. In terms of educational attainment, the majority of teachers (78.1%) held a bachelor's degree, 18.7% (n = 47) held a master's degree, and 3.2% (n = 8) had a doctoral degree. Examination of the professional branch distribution revealed that 55.8% were preschool teachers, 11.6% were primary school teachers, 15.9% were special education teachers, and 16.7% were psychological counselors.

Within the group of school psychological counselors, who were also included for criterion-related validity analyses, 38.1% (n = 16) were male and 61.9% (n = 26) were female. Their ages ranged from 24 to 60 years (M = 39.38, SD = 10.94). Regarding their educational backgrounds, 64.3% (n = 27) held a bachelor's degree, 28.6% (n = 12) held a master's degree, and 7.1% (n = 3) held a doctoral degree.

Data Collection Instruments

The Trauma-Informed Education Knowledge Survey (TIE-KS; Ilchena et al., 2024)

TIE-KS has been used to assess educators' knowledge of trauma and trauma-informed practices. It specifically measures educators' awareness of how trauma impacts student development and behaviour, their capabilities to develop coping strategies, and their competence in integrating trauma-sensitive approaches into their school environment. The TIE-KS consists of 13 items and utilizes a six-point Likert-type self-assessment format (ranging from 1 = "Strongly disagree" to 6 = "Strongly agree"). Participants with higher scores demonstrate more advanced knowledge of trauma and trauma-informed practices. In its original version, the scale yielded an internal consistency value of $\alpha = .665$. To investigate construct validity, an exploratory factor analysis was carried out, revealing a dual-factor structure. First factor includes items that assess knowledge related to the effects of trauma on children, while the second factor comprises items evaluating knowledge concerning trauma-sensitive

educational practices. However, subsequent analyses indicated that Item 12 did not load significantly on either factor. Reliability estimates for the two-factor model showed moderate internal consistency for the first factor (α = .62) and high consistency for the second factor (α = .88).

The Trauma-Informed Care Scale (TICS; King et al., 2019)

TICS was adapted into Turkish by Tekin and Bayar (2023). Designed as a five-point Likert scale, the TICS measures key aspects of trauma-informed care among mental health practitioners, including their knowledge, attitudes, and behaviors. The Turkish version consists of 18 items and three subscales: Knowledge, Attitudes, and Practices. Items are rated on a scale ranging from 0 ("Strongly disagree") to 4 ("Strongly agree"). Higher scores indicate greater awareness and sensitivity regarding trauma-informed care. Internal consistency analyses yielded Cronbach's alpha coefficients of α = .72 for the Knowledge subscale, α = .82 for the Attitudes subscale, and α = .81 for the Practices subscale. The overall Cronbach's alpha coefficient for the entire scale was α = .80 (Tekin & Bayar, 2023). In our study, Cronbach's alpha coefficients were calculated as α = .82 for the Knowledge subscale, α = .62 for the Attitudes subscale, and α = .86 for the Practices subscale.

Data Collection

Necessary ethical permission was granted by the ethics committee prior to conducting the research. The Google Form link prepared for data collection was shared through social media groups and professional communication channels that included teachers employed in Edirne. Involvement in the research was based on voluntary participation. All individuals were briefed on the study's aims and ethical considerations before giving informed consent. The research procedures strictly adhered to established ethical standards during all phases of data collection.

Adaptation Process of the Scale into Turkish

To ensure linguistic clarity and conceptual equivalence, the scale underwent a step-by-step adaptation process for use in Turkish contexts. No cultural modifications were required, as the items were found to be directly applicable in the Turkish educational setting. The first step involved independent translations of the items by two researchers proficient in English and an experienced English instructor. The three translators worked individually on each item, after which their outputs were compared to confirm conceptual consistency and semantic equivalence. In cases of discrepancies, input from field experts and linguists was sought to resolve semantic inconsistencies. Four domain experts in child development and psychological counseling evaluated the Turkish version, leading to appropriate cultural refinements.

A back-translation was performed by a language specialist with no prior exposure to the original scale to evaluate semantic fidelity. the original and back-translated versions were compared to identify potential semantic discrepancies. Minor differences were addressed, and the finalized version was reviewed by five additional language experts (English instructors at universities) to obtain expert feedback. Upon completion of this process, the scale was deemed ready for use.

To assess the scale's clarity and completion time, a pilot test was administered to a group of ten teachers at the final stage. Based on the feedback received, final adjustments were made, and the finalized version was administered to the study sample.

Data Analysis

For statistical analysis, SPSS 27 and AMOS 24 software packages were employed. CFA was employed at the outset to test the instrument's construct validity. The internal reliability of the instrument was examined through the calculation of Cronbach's alpha and McDonald's omega coefficients. Model adequacy was tested using several fit indices (Hu & Bentler, 1999), including Goodness of Fit Index (GFI), Root Mean Square Error of Approximation (RMSEA), Chi-square/degrees of freedom ratio (CMIN/df), Comparative Fit Index (CFI), Incremental Fit Index (IFI), and Standardized Root Mean Square Residual (SRMR). Analysis of criterion-related validity was carried out specifically with the subgroup of school counselors (n = 42). For this purpose, Pearson correlation was conducted to investigate the relationships between the Turkish version of the Trauma-Informed Education Knowledge Survey and the Trauma-Informed Care Scale.

FINDINGS

Results of Exploratory and Confirmatory Factor Analyses

CFA was performed to see whether the original structure of the Turkish version of the TIE-KS was confirmed. When covariance was established between Items 1 and 2, as well as between Items 9 and 13, the resulting fit indices were found to be within acceptable limits [CMIN/df = 2.515, CFI = .907, IFI = .908, GFI = .924, RMSEA = .078, 90% CI = .061–.095, SRMR = .0887] (Hu & Bentler, 1999). These findings indicate that the two-factor structure of the Turkish version of the scale was confirmed. The results regarding the factor loadings of the scale are summarized in Table 1.

Table 1. Factor Loadings

Items	Factor 1	Factor 2
1	0.495	
2	0.569	
3	0.773	
4	0.635	
6	0.663	
7	0.826	
9	0.428	
11	0.392	
5		0.360
8		0.309
10		0.801
13		0.527

Table 1 presents the factor loadings for the two-factor solution. Items 1, 2, 3, 4, 6, 7, 9, and 11 loaded on Factor 1, whereas Items 5, 8, 10, and 13 loaded on Factor 2. Most of the loadings exceeded the .30 threshold, indicating acceptable item–factor associations, with several items demonstrating strong loadings above .60. These findings support the presence of a two-dimensional structure for the scale. The results of the confirmatory factor analysis are depicted in Figure 1.

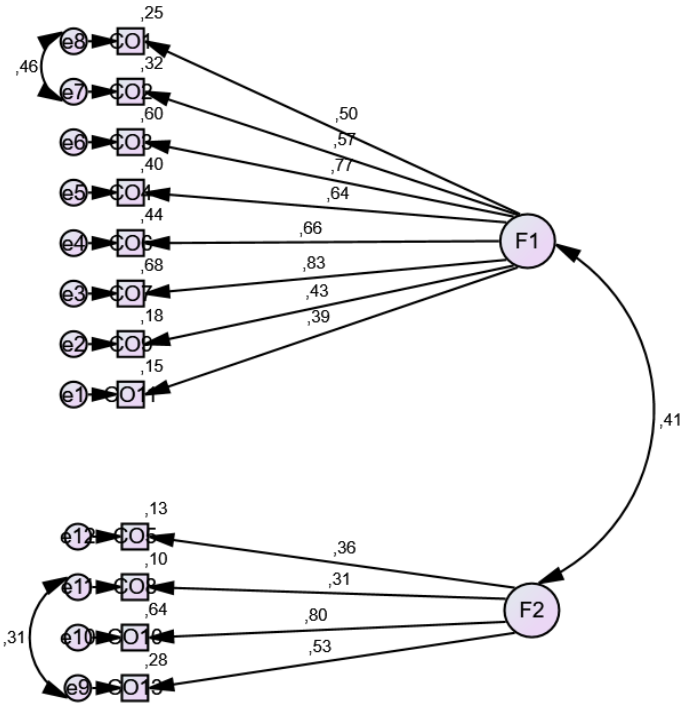


Figure 1. *CFA results*

Reliability Analyses

Internal consistency for the 'Understanding Trauma in Students' dimension was confirmed with Cronbach's alpha and McDonald's omega, both computed as .807. For the subscale Negative Views Toward Student Trauma, the Cronbach's α coefficient was found to be .604, and McDonald's ω coefficient was .636.

Criterion-Related Validity

The relationship between the Turkish version of the scale and the TICS (Tekin & Bayar, 2023) was examined. The relationships are presented in Table 2.

Table 2. Correlations between the TIE-KS and the TICS

Variables	1	2	3	4
1.Understanding trauma in students				
2. Negative Views toward Student Trauma	-0.315**			
3.Knowledge	0.556**	0.132		
4.Attitude	0.433**	0.038	0.237	
5.Practice	0.589**	0.093	0.605**	0.313*

* p < .05, ** p < .001

Positive and statistically significant correlations were observed between the 'Understanding Trauma in Students' subscale and knowledge (r = .556), attitude (r = .433), and practice (r = .589), all at the p < .001 level. Factor 2 was found to have a statistically significant negative association with Factor 1 (r = –.315, p < .001). However, the correlations between Factor 2 and the remaining variables were not statistically significant (p > .05).

Research Ethics

All procedures adhered to ethical standards concerning research with human subjects. Prior to data collection, participants were fully informed and voluntarily provided consent to participate. Confidentiality and anonymity were ensured throughout the research process.

DISCUSSION & CONCLUSION

The main objective of the current study was to culturally adapt the TIE-KS for use in Turkish and evaluate its psychometric robustness. In this context, data gathered throughout the scale adaptation process were analyzed with respect to construct validity, internal consistency, and criterion-related validity. Findings indicated that the adapted Turkish form of the scale achieved satisfactory levels of reliability and construct validity.

Initially, CFA was performed to examine the extent to which the original factor structure was retained in the Turkish adaptation of the scale. CFA is commonly employed to validate the structural integrity of measurement tools (Hair et al., 2010; Kline, 2005; Tabachnick & Fidell, 2001). The CFA results indicated that the two-factor structure of the scale exhibited an acceptable model fit in the Turkish version as well. Model fit statistics (e.g., CMIN/df, CFI, IFI, GFI, RMSEA, SRMR) fell within acceptable ranges, aligning with the criteria set by Hu and Bentler (1999), providing evidence for the construct validity of the Turkish adaptation. As in the original validation by Ilchena et al. (2024), the two-factor configuration was confirmed as the optimal model.

An examination of factor loadings revealed that the items in the Understanding Trauma in Students subscale ranged from .495 to .826, indicating sufficient association with the underlying factor. In contrast, the factor loadings for the Negative Views Toward Student Trauma subscale ranged from .309 to .801. Reliability analyses demonstrated high internal consistency for the Understanding Trauma in Students subscale (Cronbach's α = .807; McDonald's ω = .807). For the Negative Views Toward Student Trauma subscale, the reliability coefficients were Cronbach's α = .604 and McDonald's ω = .636, indicating acceptable reliability levels (Taber, 2018).

The relatively low reliability of the "Negative Views Toward Student Trauma" subscale (α = .60) may be explained by both the limited number of items and the weaker performance of specific statements. In particular, "A trauma-informed approach requires educators to know the specific details of a student's history of trauma (R)" loaded below .40 not only in the present study but also in the original validation, suggesting conceptual ambiguity. This item may also lack cultural relevance in the Turkish context, as knowing the private details of a student's trauma history is neither expected nor considered appropriate for educators, raising issues of privacy and professional boundaries. Likewise, "Attention-seeking behaviours exhibited by students who have experienced

trauma will stop if ignored by adults (R)" also demonstrated a weak loading, possibly reflecting inconsistent interpretations, the challenges of reverse-coded wording, and differences in beliefs about classroom management, which remain more discipline-oriented in Turkey. Within the "Understanding Trauma in Students" dimension, the item "Trauma can impact a student's academic achievement" also fell below the recommended threshold, which may be explained by its status as a widely accepted fact, leading to restricted variance. Overall, low factor loadings increase error variance and are likely to have contributed to the reduced internal consistency of the subscale. Future research could consider revising or replacing these items, avoiding reverse-coded phrasing, adding culturally sensitive statements, and expanding the item pool to improve conceptual coverage and strengthen reliability.

The criterion-related validity analyses revealed that the Understanding Trauma in Students subscale was positively correlated with the knowledge ($r = .556$, $p < .001$), attitude ($r = .433$, $p < .001$), and practice ($r = .589$, $p < .001$) subscales of the TICS. These findings provide further support for the validity of the scale.

While Understanding Trauma in Students showed positive associations with the knowledge, attitude, and practice dimensions of trauma-informed care, Negative Views Toward Student Trauma was not significantly correlated with these dimensions. This discrepancy may stem from the positively worded nature of the items, with the Trauma-Informed Care Scale providing a supportive framework for trauma-informed approaches, while the negative subscale items may reflect cognitive biases, misconceptions, or resistance related to trauma-informed practices.

Similarly, the original TIE-KS study (Ilchena et al., 2024) reported overall evidence supporting the validity of the scale, while noting weaker associations between some subscales and other variables. The acceptable levels of model fit in this study align with the structure reported by the scale developers, suggesting cross-cultural validity of trauma-informed education constructs.

Results from this study indicate that the Turkish adaptation of the TIE-KS possesses overall satisfactory psychometric quality. In particular, sufficient evidence of reliability was obtained for the Understanding Trauma in Students factor. This instrument shows potential as a reliable means of evaluating preschool educators' knowledge concerning trauma-informed practices. Nonetheless, the diminished reliability and validity in the subscale addressing negative perceptions of student trauma point to the necessity of revising related items. Subsequent studies are encouraged to refine this dimension in order to strengthen the instrument's overall psychometric soundness. These results have important implications for the evaluation of trauma-informed practices within teacher training programs and in-service trainings. Nevertheless, further studies are needed to re-examine the scale's validity and reliability across diverse demographic groups (e.g., teachers of different age groups, school counselors working in rural vs. urban settings) and cultural contexts to strengthen its generalizability. Additionally, mixed-method studies incorporating qualitative data collection may offer deeper insights into the positive and negative beliefs surrounding trauma-informed education.

Limitations

While the present study provides important evidence for the validity and reliability of the Turkish version of the Trauma-Informed Education Knowledge Scale (TIE-KS), certain limitations should be acknowledged. One notable limitation is the regional restriction of the sample, as it included only educators employed in a specific area of Turkey, which may constrain the applicability of the findings across varying educational and cultural settings. Future studies should aim to replicate these results using more diverse participant groups, including educators from various regions, school types, and socio-economic backgrounds. Another limitation stems from the reliance on self-reported data, which may have been influenced by social desirability and might not reflect participants' true knowledge or skill levels. To achieve a more holistic assessment in future studies, incorporating observational tools or task-based evaluations is recommended. Third, while the Understanding Trauma in Students subscale demonstrated satisfactory internal consistency, the Negative Views Toward Student Trauma subscale yielded relatively lower reliability coefficients. This suggests that some items within this subscale may require revision or further refinement to enhance internal consistency. Additional qualitative investigations may be valuable for better understanding participants' perspectives on these items and for improving scale items accordingly. Employing a cross-sectional design restricts the capacity to make definitive conclusions about causality among the studied variables. Longitudinal studies are needed to examine how trauma-informed knowledge develops over time and how it may influence educational practices and student outcomes.

Statements of Publication Ethics

This research followed all ethical standards required for publication, including responsible authorship, transparency, and proper data handling.

Researchers' Contribution Rate

Authors	Literature review	Method	Data Collection	Data Analysis	Results	Conclusion
Author 1	☒	☐	☒	☐	☒	☒
Author 2	☐	☒	☒	☒	☒	☐
Author 3	☒	☐	☒	☐	☐	☒

Conflict of Interest

The authors declared no conflicts of interest relevant to the content of this study.

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APPENDICES

Appendix 1. The Trauma-Informed Education Knowledge Survey (Travma Bilgili Eğitim Anketi)

Lütfen doğru olduğunu düşündüğünüz cevaba en yakın olanı seçiniz.	**Çok katılmıyorum**	**Orta düzeyde katılmıyorum**	**Biraz katılmıyorum**	**Biraz katılıyorum**	**Orta düzeyde katılıyorum**	**Çok katılıyorum**
1. Travma, fiziksel, duygusal ve zihinsel iyi olma hâlini etkiler.						
2. Travma yaşamış çocuklar, duygularını ve hislerini yönetmekte genellikle zorlanır; bu da sınıfta zorlu davranışlara neden olabilir.						
3. Travma bilgili bir yaklaşım, eğitimcilerin öğrenciler için güvenli bir ortam yaratmasını gerektirir.						
4. Travma yaşamış öğrenciler, sınıfta tetiklenebilir.						
5. Travma bilgili bir yaklaşım, eğitimcilerin bir öğrencinin travma geçmişinin ayrıntılarını bilmelerini gerektirir.						
6. Travma bilgili bir yaklaşım, eğitimcilerin öğrencilerin güçlü yönlerine ve olumlu özelliklerine odaklanmasını gerektirir.						
7. Travma, bir öğrencinin etkinliklere ve hizmetlere katılım düzeyini, akranları ve yetişkinlerle olan etkileşimlerini ve kurallara uyumunu etkileyebilir.						
8. Travma yaşamış öğrenciler tarafından sergilenen dikkat çekme davranışları, yetişkinler tarafından görmezden gelindiğinde sona erer.						
9. Travma bilgili bir yaklaşım, eğitimcilerin travmadan etkilenen öğrencilerle çalışırken kendi davranış ve tutumlarını uyarlamalarını gerektirir.						
10. Travma bilgili bir yaklaşım, eğitimcilerin öğrencilere davranışlarının sonuçlarını hatırlatmasını gerektirir.						
11. Travma, bir öğrencinin akademik başarısını etkileyebilir.						
12. Travmaya maruz kalmak yaygındır.						
13. Travma bilgili bir yaklaşım, öğrenciler yanlış davranışlar sergilediğinde eğitimcilerin disiplin yöntemlerini kullanmasını gerektirir.						