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Secondary Trauma: How Does It Impact Educators

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A Literature Review Presented

in Partial Fulfillment of the Requirements

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Abstract

Students are facing more adverse traumatic experiences at an early age in their lifetime. When students enter school, their teachers begin to take on new roles and often learn and encounter the trauma alongside of these students. Secondary trauma in educators is on the rise and many do not know how to manage it. This literature review will examine the impacts that secondary trauma has on teachers, how it shapes and impacts teachers' roles in education, what causes secondary trauma, and how teachers can adapt and overcome the impacts and implications that secondary trauma causes in their professional and personal lives. Teachers are key members for supporting students in mental health and helping them cope with the trauma. Teachers need to identify secondary trauma in their lives and begin to cope with it using self-care strategies so they are effectively able to be present with their students and not feel the major impacts that secondary trauma can cause in their mental health. This literature review finds that school leaders are the key to investing in educators by providing professional development in trauma, secondary trauma, and self-care to help prevent negative impacts from secondary trauma that can ultimately lead to teacher burnout.

Keywords: secondary trauma, burnout, self-care, educators, mental health

Secondary Trauma: How Does It Impact Educators

Trauma is becoming a more prominent topic in education as the experiences that students have are becoming more diverse and the trauma experiences that students will face in their lifetime has increased. Trauma can occur in several different experiences depending on the students and their life experiences. Some of the most prevalent traumatic experiences that children face includes family violence, divorced parents, incarcerated parent, sudden loss of a loved one, physical neglect, psychological abuse, or sexual abuse (The National Child Traumatic Stress Network, n.d.). With the experiences that trauma brings into the classroom, it brings along secondary traumatic stress that begins to impact educators. Teachers are often the first ones to hear the experiences that their students have faced. This can involve the positive things that they do in their day to day lives, but it also may involve the traumatic experiences that they are going through. When teachers continue to take in this information and work with those individuals who have been impacted by trauma, the likelihood of educators being impacted by secondary traumatic stress increases. Secondary traumatic stress, also known as vicarious trauma or compassion fatigue, can be defined as “the emotional duress that results when an individual hears about the firsthand trauma experiences of another” (The National Child Traumatic Stress Network, n.d., p. 1). What is often not mentioned throughout professional development opportunities or in research on trauma is the impacts that these experiences have on educators and how they cope with secondary traumatic stress. The research question that is going to be answered through this literature review is how does secondary traumatic stress impact teachers and how can they cope with it?

The problem that educators are facing is being impacted by secondary traumatic stress and not knowing how to cope with it. Because of this, teachers are feeling the negative impacts

that come with secondary trauma and the result of this can lead to teacher burnout or the improper use of coping strategies. Secondary trauma can impact an individual in different ways, including cognitive, emotional, behavioral, and physical (Administration for Children and Families, n.d.). Many educators do not know how to cope with the feelings that they are having and without proper coping mechanisms, it will begin to significantly impact their personal life as well.

This literature review will examine the source of secondary trauma by looking at peer-reviewed research articles from the last 10 years on the topics of secondary trauma, toxic stress, and how to use mindfulness and self-care to help cope with secondary trauma. The stress of educators directly impacts their overall wellbeing and their effectiveness to teach, it begins to have implications for education overall and the students that are learning from these educators (Eyal, Bauer, Playfair, & McCarthy, 2019, p. 204). For teachers to be able to teach effectively, they must take care of themselves both mentally and physically. This critical piece of research will be prevention strategies or ways to overcome the implications that secondary trauma has had on educators.

Review of the Literature

Trauma in the Classroom

Traumatic experiences can occur early on in a child's life and impact how they live and learn for the rest of their lives. A traumatic experience can be defined as, "a result of a child perceiving themselves or others around them to be threatened by serious injury, death, or psychological harm" (Bell, Limberg, & Robinson III, 2013, p. 140). Once an event like this occurs in their personal lives, they bring these traumatic experiences into the classroom because of the lasting impacts it has. For some students, triggering events can occur that results in a traumatic memory that can impact how they are feeling or behaving within the classroom. Children can cope with normal amounts of stress that occur in everyday life. When a child is in a stage of prolonged stress and having a reaction to stressful events, this can result in toxic stress. Toxic stress can lead to a child's higher activation of a stress response which can have a negative impact in the way that the brain develops and functions (Martin, et al., 2017). Students who are impacted by trauma will often have negative impacts with physical, behavioral, emotional, and cognitive symptoms (Bell, Limberg, & Robinson III, 2013). When a student who has been impacted by trauma enters the classroom, their needs will become more significant, and they might need more support than their peers.

In a research study completed about the impact that trauma has on the brain, researchers Victor Carrion and Shane Schucheng Wong (2012) identified how traumatic stress can alter the brain after trauma during childhood. The study included thirty youth aged individuals who have post-traumatic stress related symptoms and fifteen youth aged children who identified as healthy. In this study, an MRI machine was used to see how trauma has impacted these youth aged individuals by looking at their hippocampus and prefrontal cortex. Victor Carrion and Shane

Schucheng Wong (2012) note that these two parts of the brain are essential in learning and can have a major impact if not developed properly. The hippocampus plays a role with new learning and memory and the prefrontal cortex is needed for shifting attention and forming stimuli-response associations (Carrion & Wong, 2012). It was found that when an individual's brain was impacted by trauma and stress, there was a reduced activation in the hippocampus during memory retrieval and decreased retrieval accuracy. Frontal differences in the prefrontal cortex showed functional abnormalities which reduced cortisol levels (primary stress hormone) in their development (Carrion & Wong, 2012). Based on this research, it shows that a student who is impacted by trauma is likely to have difficulties learning and interacting with others in the classroom. A strategy recommended is proper trauma interventions to help aid the student as they are processing the trauma as well as trying to normally function within the classroom.

With the implications that come with working with students who have been impacted by trauma, educators might find that they are addressing more behavioral, social, and emotional needs of those specific students (Honsinger & Hendricks Brown, 2019). Educators are faced with decisions as to how to better meet the needs of individuals who have been impacted by trauma. Each decision that they make can impact the individual in either a positive or negative way. Research conducted by Honsinger and Hendricks Brown (2019) identified the need for developing a trauma-informed approach that educators can follow for guidance. The results from the study found that children who have been impacted by trauma may have impacted cognition, behavior difficulties, and difficulty forming positive and caring relationships. Research completed by Honsinger and Hendricks Brown (2019) confirmed that without proper support and background in trauma and trauma informed care, teachers might feel ill-equipped to handle the needs that come along with these student's needs. These individuals are not able to form proper

relationships in the classroom, which can impact everyone in the classroom. For a student to properly learn, they need to be able to form a healthy relationship with their teacher. Honsinger and Hendricks Brown (2019) noted that because of lagging social and emotional skills, children can be discouraged to form these healthy relationships and when it comes to forming consistent relationships, they might struggle because of the need for brain regulation to access higher level thinking and reasoning skills to maintain healthy relationships. Because students might have difficulty forming these relationships, it can start to negatively impact the teacher and the awareness they have of their emotions. Research displayed that due to these emotions and difficulty building relationships it can impact the way that teachers respond to certain situations. This can result in an in-direct exposure to secondary trauma because of the interactions and situations that must be worked through in the classroom (Honsinger & Hendricks Brown, 2019).

The primary concern of trauma in the classroom is protecting the individual who has been impacted by trauma. To protect both the students within the classroom, the student who has been impacted by trauma, and the educator(s) working in the classroom, it is important to be able to recognize the trauma that the student might face, build a healthy relationship with each student in the classroom, and help incorporate trauma-informed practices to support each person in the classroom. In research completed by Hope Bell, Dodie Limberg, and Mike Robinson (2013), a key component is the need to identify trauma within the classroom. Their research focused on the types of traumas, the symptoms of trauma, and the teacher's role in intervention. One of the major themes that came from their research is how trauma will impact a student's ability to properly function within the classroom. Researchers noted that traumatized children are often experiencing an abundance of emotion which can lead to difficulty regulating emotions, easily angered or irritated, and a link to depression (Bell, Limberg, & Robinson III, 2013). Hope Bell,

Dodie Limberg, and Mike Robinson (2013) note that without proper supports in place for both students and educators, there is a risk of re-traumatization for the students and lasting impacts on the lives of those who have been impacted. The school plays a key role in trauma intervention this leading to a need for proper supports to not only protect the students, but the educators as well.

Trauma prevalence varies within the classroom based on demographics and individual background. Research conducted by government trauma organization reports that two thirds of children in the United States have reported at least one traumatic event by the age of sixteen (Substance Abuse and Mental Health Services Administration, 2020). This data shows that the likelihood to have multiple students in a classroom who have been impacted by trauma is high. This creates a new challenge for educators on how to manage multiple students who have different backgrounds and experiences with traumatic experiences. Although specific research has not been conducted on how several individuals impacted by trauma influence the classroom dynamics and needs, it is known that there is a high potential for several students who have been impacted by trauma will be in the same classroom (Miller & Flint-Stipp, 2019). Bell, Limberg, and Robinson (2013) noted in their research that each student who has been impacted by trauma will have different experiences or events they have endured as well as their emotions will differ from one child to the next. Information has been presented by Hope Bell, Dodie Limberg, and Mike Robinson (2013) shows that trauma can occur in different forms and patterns depending on the individual and their previous experiences. Educator's roles are to teach and educate each student in their classroom, but when there are several individuals in the classroom who are impacted by trauma, there is a need to properly support and take care of each of those students'

emotional needs before they can be taught. With the challenges that each student is facing, teachers are responsible for continuing to support everyone in their classroom.

There is a significant overlap in research that has been shared thus far when it comes to how trauma impacts an individual within the classroom. From the research conducted by Victor Carrion and Shane Schucheng Wong (2012) on the impacts of the brain, can connect and back up the research that was conducted about forming healthy relationships, learning, and connecting with others in the classroom conducted by Honsinger and Hendricks Brown (2019). The need for the healthy relationships is essential to promote learning and growing in the classroom. Bell, Limberg, and Robinson (2013) reiterated the fact that without the proper supports in the classroom, those relationships might not be formed. When relationships are not formed within the classroom, it can create a strain on every individual that works with the student as well as the student themselves. By identifying the trauma within the classroom, educators are able to recognize secondary trauma that they have the potential to then be in-directly exposed to as a result of working with individuals who have been impacted by trauma.

Secondary Trauma

Teachers are working with individuals who have been impacted by trauma daily. When an individual is exposed to trauma, through a student they are working with, it can result in an indirect exposure to traumatic material which leads to secondary trauma (Cieslak, et al., 2013). When an individual works in a helping profession, such as education, are at higher risk for exposure because they are in close contact with individuals who are trauma survivors (Whitfield & Kanter, 2014). As teachers learn more about their students, they learn more about their personal lives. Many times, this is because the students feel love and trusted by their teacher and

feel confident telling them about the experiences that they have faced. Relationships that are formed in the classroom can also impact the overall success that students encounter.

Secondary trauma can shape the way that individuals are able to interact with their students and complete the duties that are assigned to them. Researchers Katie Sloan, Jennifer Vanderfluit, and Jennifer Douglas (2019) noted that secondary trauma can be considered a significant occupational hazard because of the impacts that it has on individuals exposed to secondary trauma. Katie Sloan, Jennifer Vanderfluit, and Jennifer Douglas (2019) researched secondary trauma for individuals who are working with data and information that could have trauma sensitive material incorporated within it. Throughout research done by Katie Sloan, Jennifer Vanderfluit, and Jennifer Douglas (2019) about emerging themes on secondary trauma, they had one hundred and fifty-five individuals participate, from a variety of professions, participate in their study on secondary trauma and how they have been impacted by it. They participated through a web-based study by identifying themes from secondary trauma, they are able to begin to see how individuals can be impacted by trauma and the implications it has on their profession. From the research conducted by Katie Sloan, Jennifer Vanderfluit, and Jennifer Douglas (2019), several themes emerged on secondary trauma. The themes include difficulty defining what constitutes as trauma, a tendency to downplay emotional responses, varied work cultures and support for those impacted by secondary trauma, and a relation of emotional and physical stress after being exposed to trauma and traumatic material. From the research study of Sloan, Vanderfluit, and Douglas (2019), they found that 72% of the participants have worked with traumatic records or encountered trauma in their profession, thus leading to a potential indirect exposure to secondary trauma. When looking at the themes that emerged from this study, they noted that there is a lot of carryovers to other professions who have experienced or

witnessed a traumatic event. Sloan, Vanderfluit, and Douglas (2019), noted that there is a need for a stigma of mental health and trauma to be removed and be able to talk about how it impacts everyone. For teachers, it can be difficult to take the information that they hear and understand how to process it.

When a teacher hears about a traumatic experience, they will take that information and try to help the student cope with the experiences they have faced or continue to deal with. Teachers will help students process what has happened, assist with coping strategies and tools, and get the necessary supports involved to help the student process what has happened. As this is all happening, the educator does not stop thinking about what has happened and can begin to feel the consequences of secondary trauma. Each teacher is likely to have a student in their classroom who has been impacted by trauma in some form. Research from Sloan, Vanderfluit, and Douglas (2019) report that secondary trauma will manifest itself in some individuals who are exposed to trauma, but not everyone will be impacted by it. What is unclear is why this is occurring in some helping professionals but not others, but the stories that come with the traumatic experiences are likely to impact the educator in one way or another. Future research is needed to clearly identify the impacts and exposure rates that occur for those at risk of exposure.

From the research conducted by Sloan, Vanderfluit, and Douglas (2019), results identify the need to take the themes from secondary trauma and look at how each individual can be impacted. Secondary trauma can come from not only working with students who have experienced trauma, but also helping students cope with major traumatic events that occur within the school or that they have lived through. This can include lockdowns, natural disasters, school shootings, and events that can be perceived as scary or traumatic to each individual who lives through it.

Not only does in-direct exposure to trauma result in secondary trauma in educators, but other events such as lockdown drills and school shootings can trigger secondary trauma in their lives. With the increase of dangerous school-related events, it puts more pressure on teachers to support their students and process the events that are happening alongside of their students (Stevens, Barnard-Brak, Roberts, Acosta, & Wilburn, 2019). In a study completed by Stevens, Barnard-Brak, Robers, Acosta, and Wilburn (2019) on school lockdowns and lockdown drills, they found that teachers are regularly reminded of the threats of harm that can occur as they prepare for a potential lockdown or undergo an actual lockdown within the schools. In this study by Stevens, Barnard-Brak, Robers, Acosta, and Wilburn (2019), two hundred and ninety-six individuals who work in schools participated in a 20-point scale survey on interactions they have had with school shooting media and a 24-point scale based on aggression towards teachers, and completed the study by administering a secondary traumatic stress scale to evaluate the secondary traumatic stress that they have experienced through these events.

Results from the study by Stevens, Barnard-Brak, Robers, Acosta, and Wilburn (2019) reported that several teachers had experienced some form of aggression, interaction of school shootings through media, and secondary trauma. Looking at the results from aggression towards teachers, 42.6% of teachers reported aggression and being struck by a student at some point in their career. Continuing with aggression toward teachers, 83.9% of them reported that students got physically aggressive with material belongings in the classroom when they became angry and 93% of them reported students slamming doors or stomping off when angry. Interaction with school shooting media reported that 41.5% of participants agreed that they interacted with reports of school shootings from the media and a large percentage, 76.2%, reported that they felt as though a school shooting could occur where they work. With this large percentage, it is

important to look at the secondary traumatic stress as to how that can play a role in these alarming rates of aggression and thoughts of school shootings. Stevens, Barnard-Brak, Robers, Acosta, and Wilburn (2019) note that secondary trauma was reported as low but believed to be skewed through research. Based on the results of the study completed on school lockdowns, researchers by Stevens, Barnard-Brak, Robers, Acosta, and Wilburn (2019) noted that it is important to look at the role that teachers play in lockdown drills and how it can impact their mental health. Based on the research, authors noted that lockdown drills remind teachers about the possibility of an attack occurring within their school. This can result in secondary traumatic stress from the reminders of school shootings as well as interactions with the media on school shootings throughout the country (Stevens, Barnard-Brak, Roberts, Acosta, & Wilburn, 2019). Implications for teachers that arise from this study is that teachers are not trained in the area of mental health but are often supporting students and their mental health when events disrupt their lives and negatively impact them. When major events or even drills preparing schools for major events occur, it is important that the mental health of educators is considered. When educators are supported through traumatic events, it allows them to better support their students as well as maintaining normalcy for their students. When a degree of normalcy is maintained, it allows for more effective teaching practices to continue.

Secondary trauma can also occur as a result of large natural disasters that disrupt daily living and learning among their students. After an earthquake occurred in Wenchuan County of China, a study completed by Di Long and Yuk-Lin Renita Wong (2012) focused the impacts that secondary trauma had on the teachers who experienced the earthquake. Researchers noted that during and after the earthquake, teachers went through great lengths to rescue their students (Long & Renita Wong, 2012). In the research study completed by Long and Renita Wong (2012),

there were seventy-six teachers who participated in the study three weeks after the earthquake occurred. From the beginning of the study, it was noted that the teachers who were most impacted by the earthquake had no time to grieve, heal, or spend time with their families. Because there was not enough time to take care of their own needs, rather they had to support the students who experienced the stress of the earthquake, these teachers began to feel the impacts of secondary trauma. Out of the seventy-six teachers who took part in the study, 53.9% of them noted that they had symptoms of posttraumatic stress, 56.6% reported symptoms of stress, 48.7% with depression related symptoms, and 36.8% with anxiety. After the earthquake occurred, teachers were reported to be on the frontlines helping their students and those in need. With the conditions that the educators were in, there was a lack of support from the administration and no time was given to grieve their losses. One of the main causes of lack of support was the emphasis that was put on academic excellence. Rather than focusing on healing, a shift was put in a continuation of learning and success within the high school, which also happened to be a top-ranking school. When secondary trauma began to impact these educators as they were helping their own students grieve and heal, it began to impact their overall moods, ability to cope, grieve what they had lost, and impacted their ability to teach. As a result, teachers in the study were noting that they lost their temper, vented to students, spent additional time outside of school providing emotional support, and even aiding in the search and rescue process. Research conducted by Long and Renita Wong (2012) concluded with secondary trauma is a direct result from the loss of community, role everyone played in helping others heal, and community resilience and efficacy that influenced them as a whole.

Events like natural disasters are not occurring frequently, but it is another example of how secondary trauma can arise from different situations. With each in-direct exposure,

educators who are impacted will begin to recognize and cope with secondary trauma using different strategies and mechanisms. After an earthquake in New Zealand, educators from the local college implemented a program to help reduce the negative impacts that came from secondary trauma. A research study conducted by Berger, Abu-Raiya, and Benatov (2016) was completed that covered a three-day training that was implemented that focused on strengthening students' coping skills and resiliency strategies of educators to deal with traumatic stress. The goal of this study was to reduce primary and secondary traumatic stress among educators following traumatic events such as natural disasters. The study conducted involved sixty-nine members from an educational background. The intervention that was put into place was a three-day training that was based on managing emergencies and traumatic incidents. The intervention was a nine-step checklist that gave intensive strategies for individuals to handle posttraumatic stress, coping mechanisms, self-efficacy in the professional setting, personal optimism, ability to cope with a sense of danger, secondary trauma, resiliency, and hope through the traumatic situations (Berger, Abu-Raiya, & Benatov, 2016). The training that was provided through the duration of this study allowed teachers to have new tools to use as they began to come to terms with the implications that came from both experiencing a natural disaster as well as secondary trauma. Through the study, when an intervention was put into place, participants noted that their perceived level of professional self-efficacy and personal coping skills improved greatly, which resulted in lower levels of self-blame (Berger, Abu-Raiya, & Benatov, 2016). The data from Berger, Abu-Raiya, and Benatov (2016) showed that the post intervention compassion satisfaction levels based on went from a 34.19 out of 50 to a 41.43 out of 50 based on subscale scores after the intervention was implemented. In an eight month follow up, the scores decreased slightly to a 40.59 out of 50. When professional self-efficacy was measured in participants, the

pre-intervention scores were a 13.87 out of 24 and increased to an 18.06 out of 24 after the intervention was implemented. In an eight month follow up, the scores decreased slightly, but were at a 17.11 out of 24 (Berger, Abu-Raiya, & Benatov, 2016). Because each individual copes in different ways, especially depending on the experience, it is essential that educators are provided proper training to be able to support the mental health in students as well as their own mental health. Based on two natural disasters, an earthquake in China and an earthquake in New Zealand, the research conducted by Long and Renita Wong (2012) and Berger, Abu-Raiya, and Benatov (2016) reveals what occurs when an intervention is put into place to support educators versus when there were not supports in place. The data from the study done by Berger, Abu-Raiya, and Benatov (2016) reflects a need for proper support, interventions, coping strategies, and prevention methods to help support everyone through a traumatic event.

Secondary trauma can impact each person in different ways and symptoms can arise in different ways as well. Due to coping strategies, self-care practices, levels of in-direct exposure, and amount of support from administration, side effects can vary depending on each individual person. Research conducted by Mary Fowler (2015) noted that with many schools not having a crisis team to deal with traumatic events, it often falls on other staff members to step up to the plate to deal with these events. Based on these encounters and other experiences that shape students and teachers, a potential result of the harsh impacts of secondary trauma can occur. Fowler (2015) reported that secondary trauma can appear through stronger emotions such as higher levels of frustration, feeling less patient, becoming more aggressive; difficulty in decision making and finding a balance of work and home life; physical aches such as headache, stomachache, and frequent back pain; loss of creative spark; becoming numb to certain emotions or feelings; and feeling the need to quit. As these effects impact each individual, it can begin to

wear on them. Without proper education on the topic, self-care, and support, individuals might not know how to overcome secondary traumatic stress or prevent it from negatively impacting their personal life.

Implications of Secondary Trauma

Secondary trauma can impact each individual in different ways. Depending on the level of indirect exposure, lasting implications will vary among each educator. As a result of secondary trauma, it will begin to impact their overall abilities to teach, ability to cope with difficult situations, and can lead to a decrease in self-efficacy. Self-efficacy is a necessary component to be able to function because it impacts individual's confidence in their beliefs on how they can execute their behaviors, motivations, and social interactions (Carey & Forsyth, 2009). Studies conducted by Di Long and Yuk-Lin Renita Wong (2012) on earthquakes in Wenchuan County and Berger, Abu-Raiya, and Benatov (2016) on the earthquake in New Zealand show the direct impacts that secondary trauma can have on a person and their self-efficacy. With the major implications it can have on an individual, it is essential that the trauma be identified when it comes from working with individuals who have experienced trauma or neglect.

One of the root causes of trauma come from child abuse or neglect. Students often disclose personal information about their lives to their teachers, some of which might be abuse that they have experienced. A research study was completed by Tess Hupe and Margaret Stevenson (2019) about the likelihood of teachers reporting suspect child abuse after they have endured secondary trauma. The study was completed with two hundred and ninety-nine teachers or school administrators throughout the country with the research being done through an online platform. When given four cases studies, an average of 14.05% of the participants noted that they

would not report child abuse and about 35% were unsure if they would want to go through the process of reporting the abuse (Hupe & Stevenson, 2019). Throughout this study, educators noted they are feeling the psychological strain from working in a helping profession and can have a negative impact towards reporting suspected abuse or feel they are not obligated to report it, even though it could be mandated by law (Hupe & Stevenson, 2019). Because of the emotions that educators are feeling from secondary trauma, it begins to have negative implications for the students who have been impacted by trauma. Throughout the study, the likelihood of reporting suspected child abuse came down to psychological detachment, job efficacy cynicism, and perceived knowledge of reporting abuse (Hupe & Stevenson, 2019). This continues a cycle for those children impacted and prevents them from receiving proper supports because of a detachment that is created from students. An individual from the study conducted by Hupe and Stevenson (2019) noted that from giving everything that they had to investing in their students resulted in a mental breakdown and shock after working with a traumatized child. This individual was no longer able to perform her job properly and meet the needs of her individual students. Another comment that was collected in research is that, “there is not much I can do as a teacher to help abused children” and “for the most part, I am helpless when it comes to improving an abused child’s life” (Hupe & Stevenson, 2019, p. 371). Throughout the research completed by Hupe and Stevenson (2019), it was noted that teacher compassion fatigue creates a suffering of teachers, such as mental break downs, lack of preparation, and inability to feel as though they can have a positive impact which has a potential to result in a lack of reporting of suspected child abuse.

From the research conducted by Hupe and Stevenson (2019), the results can be connected to the self-efficacy of the teachers and how it impacts them because of the job efficacy cynicism

that is connected to it. Participants noted that they were unable to have an impact on an individual which resulted in lower self-efficacy. Exposure of secondary trauma can lead to negative implications of self-efficacy based on a study completed with two hundred and forty-seven participants within a helping profession. When an individual has been impacted by secondary trauma, research conducted by Hupe and Stevenson (2019), found that it impacts their overall self-efficacy. Through the study conducted by Cieslak, Luszczynska, Rogala, Shoki, Taylor, and Benight (2013), a set of questionnaires was administered to evaluate secondary trauma self-efficacy, exposure to secondary trauma, and a validity assessment. When the Secondary Trauma Self-Efficacy Scale was used in this study, it measured the impacts in the areas of dealing with emotions, find meaning and value, controlling distressing thoughts, dealing with thoughts, ability to be supportive, coping with thoughts, and the ability to get help (Cieslak, et al., 2013). With proper supports, an improved level of self-efficacy can help combat some of the impacts of secondary trauma. From the results of the study, it showed that secondary trauma causes negative cognitions about both self and world when there is an in-direct exposure (Cieslak, et al., 2013). Negative impacts to one's self-efficacy can determine how they interact with others, deal with complicated decisions, and how they view others. All these components are necessary when working in the education field. From the results of the study conducted by Cieslak, Luszczynska, Rogala, Shoki, Taylor, and Benight (2013), it was identified that there is a large correlation between secondary trauma and negative cognitions about self and about the world. With an exposure to secondary trauma, the results showed that individuals had a lower self-efficacy and had a changed way as to how they see themselves and others.

Secondary trauma can stem from unsupportive work environments, which can jeopardize the amount of training that educators have on proper reporting skills or overall diminished

intentions to report the suspected abuse that is occurring. Educators often work closely with their co-workers and have the potential to share teaching responsibilities with other educators. They often share their experiences and go to each other for advice. With this, educators often share the interactions they have had with their students and the stories that have been shared with them. This includes sharing the traumatic events that can cause secondary trauma in the educator's life. If not properly prevented, research reports that secondary trauma effects can be transferred to fellow co-workers (Lawson, Caringi, Gottfried, Bride, & Hydon, 2019). This in turn can lead to higher levels of anxiety and disengagement within the school and impact the environment as a whole (Stevens, Barnard-Brak, Roberts, Acosta, & Wilburn, 2019). Research conducted by Lawson, Caringi, Gottfried, Bride, and Hydon (2019) report that when secondary trauma begins to impact educators, it can result in workplace withdrawals and disengagement from day-to-day things. Workplace stress and disengagement from secondary trauma can spill over into their personal lives and have a major impact on their overall lives. With proper whole school supports, educators have a lack of support, and it dulls the passion for education, which can ultimately lead to leaving the profession for good. Through the research conducted by Lawson, Caringi, Gottfried, Bride, and Hydon (2019), it is apparent that with a high turnover in educators, it can impact those individuals who have been impacted by trauma again because of the turnover of the adults they trust and must start over with relationships building again.

Without proper support and education, there is a higher chance for educators' burnout to occur due to the demands of the job, lack of support, emotional burnout, and improper mental health training. Research completed by Mary Elizabeth Lloyd and Alexandra Sullivan (2012) report that it is estimated that nearly 25% of educators leave the profession in the first three years based on the data that was collected by the U.S. Department of Education. Through a qualitative

study that was completed by Lloyd and Sullivan (2012), data was collected for three years looking at the pedagogical overlap from what was learned during the preservice education and how it overlapped into individuals teaching in their jobs as an educator. From the three-year study, the looked a specific educator for her first two years of teaching. At the end of these two years, the teacher decided to leave the profession because of feeling emotional exhaustion, depersonalization, reduced personal accomplishment, feeling beat up, and feeling like a failure (Lloyd & Sullivan, 2012). This individual who completed her first two years of teaching had completed the training necessary to become an educator and was prepared to teach effectively but was sustain teaching and maintaining a healthy lifestyle. From the reports that this individual teacher gave, there is a large overlap with secondary trauma. Not only does secondary trauma result in teacher burnout within the first three years, but it also impacts the teachers who have been in the field for longer periods of time. Once educators have taught for five years, the likelihood of burnout increases to 46% based on research conducted by Berger, Abu-Raiya, and Benatov (2016). As discussed previously, Berger, Abu-Raiya, and Benatov (2016) see the need for interventions to be put into place and developed practices to combat this burnout.

When an educator is working with students who have intellectual disabilities, the chance of burnout increases. The increased chance of burnout can be tied back to higher emotional exhaustion due to the increased needs of students, possibility of aggression, emotional and physical demands outside of the classroom from working with parents or planning meetings and working with individuals who have undergone high levels of trauma (Nevill & Havercamp, 2019). Research conducted by R. E. Nevill and S. M. Havercamp (2019) identified the demands and burnout of those working with aggressive adults who have developmental disabilities. In this study, ninety-seven caregivers participated in an interview as well as two questionnaires given

three months apart. A turnover rate after three months was at 33% and the national average of 46%. In a situation where physical aggression is a factor, caregivers often do not feel as though they have had the proper training as to how to deal with the aggression as well as the stress. In this study, implications of the trauma they experienced resulted in a heavy use of maladaptive coping strategies as well as avoidance-based coping strategies were used to help them cope through these situations. Research conducted by R. E. Nevill and S. M. Haverkamp (2019) suggests that resiliency was negatively associated with emotional exhaustion, and there is a need for higher levels of support, training, and strategies to help cope through traumatic experiences.

Teachers with less experience in the profession do not always feel equipped to handle certain needs of students, especially those who can be aggressive or show higher levels of needs as identified in previous research discussions. Preservice and new teachers have the potential to struggle because they do not always have certain experiences or backgrounds that they can rely on to know how to handle certain experiences or needs of students. In a study by Kyle Miller and Karen Flint-Stipp (2019), preservice teachers can face a higher level of burnout based on fewer experiences and lack of knowledge as to how to deal with trauma. By following preservice teachers throughout Miller and Flint-Stipp's (2019) research, they were able to see how preservice teachers felt as though trauma influenced their personal well-being and looked at how well self-care practices are implemented. Results of the study reported that preservice teachers carried additional stress after learning information about the lives of the students that they worked with (Miller & Flint-Stipp, 2019). This added extra stress and responsibility that wore on them mentally and emotionally. Participants reported feeling burnt out and did not have time to focus on themselves and self-care. Researchers mentioned that preservice teachers struggled to make connections between self-care and secondary traumatic stress that they

experienced. One of the pieces mentioned as further research is to incorporate secondary trauma into the curriculum. Many teachers are unaware of what secondary trauma is as they enter their first years of teaching and might not have the support from administration to help them understand this obstacle.

Newer teachers do not always have proper support from administration or parents to help them through different trials in education. With the research conducted and connecting it to research from Cahit Nuri and Murat Tezer (2018), teachers who have less than five years of experience are more likely to have a higher emotional burnout than those who have been teaching for six or more years. Teachers do not know where to turn when they experience a difficult situation or are indirectly exposed to trauma. Without proper supports, the possibility of burnout and leaving the field of education only increases. Prevention strategies and education on the topic are a necessary component to promote success both in and out of the classroom.

Preventing Secondary Trauma and Burnout

Although there is no way to prevent indirect exposure trauma, there are many ways for educators to prevent secondary traumatic stress from impacting their overall wellbeing and leading to burnout. Little research has been conducted as to how to prevent exposure of secondary trauma from occurring, which deems necessary to find coping strategies that work for each individual person. One might not feel as though they need assistance in working through secondary trauma, but with proper coping it can allow for healthier lifestyles, less of a chance of burnout, and reduces overall stress.

Proper self-care allows for each individual to find strategies that allow for stress reduction. Self-care can vary depending on the individual person but should include strategies that are healthy for your mind and body. When self-care is done using self-defeating coping strategies,

such as drugs or alcohol, it can increase the effects that secondary trauma has on an individual (Whitfield & Kanter, 2014). Mindfulness is one of the most common methods of self-care both in and out of the classroom. Research conducted by Sharp Donahoo, Siegrist, and Garrett-Wright (2018) on mindfulness reports that only 5% or less of the population use some form of mindfulness, it can help support with heightened awareness, increased attentiveness, better sleep, better emotional regulation, increased coping, and better self-compassion. Sharp Donahoo, Siegrist, and Garrett-Wright (2018) completed a study with sixty-seven special education teachers where they participated in a 3-hour educational study that informed participants on stress and compassion fatigue (also known as secondary trauma). During this study, participants were given ways to overcome stress and compassion fatigue using support groups, prayer, and mindfulness to reduce stress. When the intervention was properly implemented, perceived stress went from a scale score of 17.81 to a 15.55 and secondary traumatic stress subscale went from a 22.62 scale score to 19.59 (Sharp Donahoo, Siegrist, & Garrett-Wright, 2018). Evidence from this study showed that mindfulness and prayer was effective in reducing stress and compassion fatigue in special education teachers. With the use of support grouping in this study educators can connect with individuals who are going through the same experiences and are impacted in the same way, they can connect with each other. This also allows for a relationship to be established between individuals in the group. With individuals who know what it is like to experience secondary trauma, they are able to figure out how to overcome it together.

In the field of education, it is essential to be a lifelong learner. Professional development can be a great tool for educators to learn more about trauma and the impacts that secondary trauma can have on an individual. By partaking in professional development on the impacts of trauma, with colleagues in the same profession, it can build resilience in all educators who are impacted

by trauma (Honsinger & Hendricks Brown, 2019). Because of the newness of secondary trauma, it often not talked about in preservice education, professional development, state policies, or throughout research (Lawson, Caringi, Gottfried, Bride, & Hydon, 2019). As an educator, it is essential to seek out learning opportunities that provide proactive strategies on secondary trauma and the warning signs and implications that come with it. One of the ways educators can continue to find ways to learn about secondary trauma is to partake in professional development activities, continuing education, and talking with fellow educators about the impacts of secondary trauma and prevention strategies that can be used. Although many of the participants identified throughout the study completed by Lawson, Caringi, Gottfried, Bride, & Hydon (2019) pointed to needing further education of the topic, there is not a specific recommendation as to where or how to partake in it because of varied teacher location.

Trauma is a topic that is becoming more prevalent in education. With the needs and challenges of students who have been impacted by trauma increasing, the need for proper trauma-informed practices within the school and classroom are increasing. In a research study completed by Eva Alisic, Marissa Bus, Wendel Dulack, Lenneke Pennings, and Jessica Splinter (2012), looked at how teachers report their experiences from supporting children impacted by trauma. A group of thirty-one educators partook in the study and 89% of them reported working with one or more children who have experienced trauma and only 9% of them participated in training on how to support individuals with trauma in the last three years. Reports from the study included comments about how it was difficult to not get too involved emotionally with their students, difficulty finding their role as a teacher versus mental health provider, best ways to support children after trauma, and when students need professional mental health support and where to find it (Alisic, Bus, Dulack, Pennings, & Splinter, 2012). Based on the lack of mental

health training in educators, one of the first recommendations that Alisic, Bus, Dulack, Pennings, and Splinter (2012) presented throughout research is the need for trauma-informed practices within schools. Material and education techniques should be provided on trauma and readily provided to each individual who is directly working with students. Trauma-informed material that should be provided to school staff include, how to facilitate coping for children, especially in an escalated state, recognize the symptoms of improper coping, guidelines as to when to refer someone for further support, and how an individual should take care of themselves in difficult situations (Alisic, Bus, Dulack, Pennings, & Splinter, 2012). By providing strategies and information on trauma informed care allows educators to be proactive and aware of all things dealing with trauma. When trauma informed practices are put into place in schools, it not only benefits the child impacted by trauma, but it also benefits other students in the classroom as well as other adults working in the school.

Research that was completed by Erik Reinbergs and Sarah Fefer (2017) showed the need to address trauma by using different tools to support each individual and staff member. The tool that was mainly researched that can be implemented as a trauma informed approach is a Multi-Tiered Systems of Support framework or MTSS. Through a research study conducted by Reinbergs and Fefer (2017), a tool that has been tested is subscales for teacher ratings. This was able to be administered to students throughout 4,000 research studies that have been done. With the components of MTSS implemented in the research study, all students benefitted from the interventions that are put into place. Through the research studies conducted by Reinbergs and Fefer (2017), it was shown that the screeners and then MTSS framework interventions were able to have a reliability score of .77-.93 across subscales through the 4,000 studies completed. Through the examples provided from the researchers, MTSS framework allows for individuals to

be identified for at risk of trauma, in need of intensive interventions, and further supports (Reinbergs & Fefer, 2017). Based on school need and structure, identified through school screeners, MTSS can begin based on the data shown. In the research study that was completed by Reinbergs and Fefer (2017), MTSS support was provided through all tiers (1, 2, and 3). The researcher suggests that interventions that can be used is either social emotional learning tools (SEL) or positive intervention behavior supports (PBIS), and finally a follow up for additional support if needed. This particular research study showed a positive impact of using MTSS to identify individuals who have been impacted by trauma. Reinbergs and Fefer (2017) suggest that by using a proactive approach to address trauma for those children who have been a victim in some form, educators are also being supported based on the front-line identification system that protects both students and teachers. Reinbergs and Fefer (2017) suggest that when the needs of students who are being impacted by trauma are met or coping strategies are provided, there is a less of a chance for the educator to be indirectly exposed to secondary trauma. Although the MTSS practice implementation begins in the classroom, it continues to be used throughout the school. Throughout the study, it was noted that each staff member was responsible for implementation, using prevention strategies, and follow up as needed. This allows each person working in the school to provide support for individuals who are at risk or are in need of additional supports to be successful in the classroom.

Secondary trauma not only impacts educators, but any profession who works with individuals who have experienced secondary trauma. Any person in the helping profession or working with individuals who have been impacted by trauma are at risk for secondary trauma. Other than individuals in the education field, helping profession careers include military personnel, behavioral or mental healthcare providers, human service workers, medical

professionals, and trauma therapists (Shoji, et al., 2015). Without proper education and strategies on how to combat secondary trauma, not only will educators continue to be impacted, but others in helping professions will suffer the negative impacts as well. As research continues to take place, individuals in these professions can develop new practices that allow them to properly meet the needs and serve those they are working with and educating. By using proper trauma-informed care strategies, it supports each individual that is impacted by trauma, thus lowering the risk of secondary trauma. When proper training is put into place, it is easier to look at the future of students and educators. When proper supports are not put into place, it can be more difficult for individuals to cope as well as find necessary strategies to help them through their experiences, thus leading to higher burnout rates and educators feeling impacted by the events that are occurring in their classrooms.

Strategies for Educators Impacted by Secondary Trauma

Secondary trauma presents itself in different ways depending on the person. As an educator, it is important to recognize secondary trauma and burnout symptoms when they begin to negatively impact life inside and outside of school (Perron & Hiltz, 2006). When a teacher is stressed, it begins to impact the relationships that they have with their students and students can begin to notice a stressed state in their teachers (Oberle, Gist, Cooray, & Pinto, 2020). Six hundred and seventy-six students participated in a study conducted by completed by Eva Oberle, Alexander Gist, Muthutantridge Cooray, and Joana Pinto (2020) where each participant rated their teachers' social-emotional competence. Throughout this study, students identified how their teachers were handling situations, especially when their teachers were impacted by stress. A theme that was perceived from this study was that when an individual is impacted by secondary

trauma, it impacts their reasoning abilities, emotions, and coping. The findings of the study concluded that teacher burnout is significantly predicted by their students when they looked at their overall social-emotional competence ratings. The data connected to higher social-emotional competence scale scores predicted teacher burnout in the long-term scope. The study noted that teachers who have higher levels of predicted burnout affect the classroom and climate and can have a negative impact on students' experiences and learning (Oberle, Gist, Cooray, & Pinto, 2020). To prevent relationships from being damaged, authors noted secondary trauma needs to be a priority and dealt with properly. The study indicated that stress and burnout levels of teachers do not go unnoticed. In order to help combat burnout induced by secondary trauma, the researcher placed emphasis on protecting the mental health of teachers, providing burnout prevention tools, and enhancing the resources that are available for teachers. When teachers feel as though they are supported, they are better able to support their students, even those who are impacted by trauma, thus leading to lower levels of burnout, which is a large concern for the educational system as a whole.

Individuals working in helping professions are not guaranteed that they can avoid being indirectly exposed to secondary trauma. Even with proper pedagogy, teachers are feeling the impacts of teaching and struggle to maintain a healthy balance of both work and personal life (Lloyd & Sullivan, 2012). One of the first strategies that can be used is to set realistic expectations when engaging in work, especially when there is a potential for secondary trauma exposure (Fye, Gnilka, & McLaulin, 2018). When an educator sets unrealistic expectations for themselves, there is a higher chance that they are going to have higher levels of stress, more likely to engage in avoidant-emotional coping, and experience high levels of exhaustion (Fye, Gnilka, & McLaulin, 2018). As educators hear and listen to the stories of those impacted by

trauma, healthy boundaries are needed. Educators often work with the student for one year, and then they go on to a new teacher. Researchers Fye, Gnikka, and McLaulin (2018) note that by setting those boundaries, expectations are not ruined if one is unable to fix the situation for the student. Using this strategy allows for proper coping to prevent long-term impacts from happening.

In order to properly implement self-care practices, it is important to develop healthy patterns and schedules if necessary to help prevent negative implications from occurring. Without proper consistency, the likelihood of self-care intervention working decreases significantly (Hallinan, Shiyko, Volpe, & Molnar, 2019). Self-care strategies can vary depending on what works best for the individual. Some of the self-care strategies that came up throughout research conducted by Mary Fowler (2015) included mind-body groups, finding a proper support system, mindfulness activities, proper exercise, enough sleep, a healthy diet, and recognizing opportunities for compassion.

Mind-body groups can be used as a resource for those impacted by secondary trauma. Research conducted on mind-body groups by Maytal Eyal, Travis Bauer, Emily Playfair, and Christopher McCarty (2019) reported on the benefits of mind-body groups. Two schools participated in this study and implemented mind-body groups through three weekly 60-minute sessions. During these sessions, there were goals of allowing rapport to be built with leaders, a sense of safety and comfort, introduction of mind-body work, and trauma-informed care practices. Through an exit-survey on a 5-point Likert scale, participants ranged from a 3.0 to a 5.0 through the duration of each group. Members reported an increase in their feelings of readiness and motivation to carry over techniques used from the group. Maytal Eyal, Travis Bauer, Emily Playfair, and Christopher McCarty (2019) reported that participants willingly

engaged and found that the group was a safe space to connect with colleagues who have experienced the same stress and experiences. Maytal Eyal, Travis Bauer, Emily Playfair, and Christopher McCarty (2019) reported that mind-body groups seemed to be the missing piece for trauma-informed care.

Based on research conducted by Maytal Eyal, Travis Bauer, Emily Playfair, and Christopher McCarty (2019) proper implementation of mind-body groups allows for skills to be provided to help each individual cope with the stress that arise from their job and personal life. By using mind-body groups, individuals can have an opportunity to connect with others who are going through the same events that they are. This can provide a support system for individuals who are being impacted by secondary trauma. Although these connections can be a great tool for educators, is a key component that they find a support system outside of school. This gives each individual someone who they can go to for support and digest some of the experiences that they have had with their students. Having proper supports allows for each individual to continue to do their jobs successfully, while taking care of their emotions as well.

Mindfulness is one of the most common forms of self-care that is discussed in research. Mindfulness can look different for each individual, but often consists of yoga, meditation, taking a walk, proper breathing exercises, and finding movement that allows for stress reduction. When mindfulness is completed properly, mindfulness can broaden attention, improve focus, emotional regulation, and resilience, and foster empathy, forgiveness, and compassion (Taylor, et al., 2015). In a research study by Cynthia Taylor, Jessica Harrison, Kyla Haimovitz, Eva Oberle, Kimberly Thomson, Kimberly Schonert-Reichl, and Robert Roeser, (2015) they looked at the effects of mindfulness within public school's teachers. The study included fifty-nine teachers that engaged in the mindfulness practice through a nine-week mindfulness training program.

Teachers were able to develop social-emotional skills that helped with their emotional regulation, compassion, forgiveness, and helped reduce stress through the mindfulness training program. Some of the strategies that were used included being aware of body tension, basic breathing awareness, mindful standing, walking, and eating, exploring emotions, guided reflection on self-love, working with a challenging student, and challenging coworker, and mindful listening practice. With using mindfulness training, participants had a less intense emotional reaction to stressors and had a less of a negative approach to stressors in their profession. With the use of mindfulness, educators were able to take time for themselves and learn strategies to aid when they are feeling the effects of secondary trauma and stress from their daily lives. Data from this researched proved that mindfulness had the biggest impact on occupational stress. On a 5-point Likert scale, occupational stress started at a 3.23 at the start of the study and decreased to 2.46 at the end of the 9-week study (Taylor, et al., 2015). The decrease of stress in the study completed by Cynthia Taylor, Jessica Harrison, Kyla Haimovitz, Eva Oberle, Kimberly Thomson, Kimberly Schonert-Reichl, and Robert Roeser, (2015) shows that with the use of mindfulness, there are positive impacts on their overall lifestyle, starting with occupational stress.

Proper self-care is a necessary component when combatting secondary trauma. When an individual does not properly take care of themselves, they are going to feel the direct impacts of secondary trauma. The use of self-care can not only help educators through secondary trauma, but can be used as a support through difficult times both in and outside of school. Dealing with stressors in a proper way allows for each individual to feel fully capable of being their best self.

Research completed by Cynthia Taylor, Jessica Harrison, Kyla Haimovitz, Eva Oberle, Kimberly Thomson, Kimberly Schonert-Reichl, and Robert Roeser, (2015) lays out that with

different forms of mindfulness, educators are able to take the time that is needed for themselves to refresh and take care of themselves. In an opposing viewpoint, the researcher notes that mindfulness is a tool, “that does nothing to fix what truly ails them” (Santoro, 2019, p. 26).

Santoro (2019) argues that for someone who is unhappy in their job, a simple massage or doing something for yourself will not support you as you experience traumatic events in your position. Rather than using remedies to help educators process the difficult experiences and demands that they are going through, the remedies will not help. The feeling of burnout is not related to an experience that they have gone through, rather demoralization is the main reason for burnout.

Demoralization in educators is argued to be when teachers feel as though they can no longer do the good work that they intended to do from the start. Rather than focusing on topics such as trauma, secondary trauma, reasonable salaries and workloads, and safe working conditions, Santoro (2019) argues that the only way to prevent burnout is by addressing moral concerns of those in the education field. Santoro (2019) notes that until moral objections to school policies and practices are fixed, the term “burnout” will continue to be used incorrectly and the real story will not be shared about why teachers are leaving the profession.

Burnout is a term that will continue to be loosely used for when someone leaves their current profession. Santoro (2019) argues that burnout is not caused by the encounters that educators have. Research conducted by Cieslak, et al., 2013 has shown that events such as secondary trauma will continue to negatively impact until proper support and education is given. Without much needed supports and interventions, the education field will continue to see high burnout rates and in need of more support and quality educators.

Future Research

Because this study focused on the impact secondary trauma has on educators directly after exposure, further research needs to be conducted to identify long-term impacts that secondary trauma has on teachers directly. Little research on secondary traumatic stress has been completed until the last decade, so there is not enough research to support how teachers can be impacted long term by secondary traumatic stress. There is a lack of research in the area of long-term impacts of secondary trauma. With the unknowns of the lasting impacts of secondary trauma, this results in lack of proper information or education in the area of secondary trauma (Miller & Flint-Stipp, 2019). By looking at research in the area of secondary trauma, individuals in the helping professions can be aware of the long term impacts they may face without necessary interventions and support while working with students who have been impacted by trauma. By conducting action research, long-term impacts can be identified and the opportunities for prevention measures can be put into place to better support educators.

An area of further research includes looking at how the use of proactive emotional regulation strategies can help support teachers in the classroom while protecting their overall emotional well-being (Honsinger & Hendricks Brown, 2019). By developing emotional regulation strategies and implementing them into the classroom, stress in the educator is better managed. This promotes the quality of the classroom as a whole through relationships that are built which promotes student learning (Jennings, et al., 2017). By researching proactive emotional regulation strategies, not only can this be used in educators, but shared with other individuals who are working in the helping professions that are frequently exposed to indirect trauma frequently.

Further research would identify impacts of secondary traumatic stress in special education teachers. With the increased needs of the students with learning disabilities and behavioral and emotional challenges, more is expected of the teachers. With the increased needs, there is a higher reported stress level and low coping abilities (Mortensen, 2020). Research completed by Mortensen (2020) can be used to better support special education teachers and promote more resiliency within the profession. There is a need to address how special education teachers or those working with individuals with intellectual can support themselves, especially through potentially stressful situations in a high-stress environment (Nevill & Havercamp, 2019). By researching the impacts that secondary traumatic stress has on special education teachers, special education teachers are able to better support themselves, which in turn allows them to effectively support those they are working with who have higher needs than those you might work within the general education setting.

Conclusion

By examining the impacts of secondary trauma, it has been identified that educators are at a higher risk of feeling the negative implications. Secondary trauma, when not dealt with properly, can lead to a higher risk of burnout, higher stress levels, and a higher risk for a toxic work environment. Prevalence of secondary trauma will be identified to inform educators of how to prevent secondary trauma from becoming a defining part of the person's mental health and their overall ability to effectively teach and work with individuals who have been impacted by trauma. By looking at strategies to cope, skills can be given to educators to find a balance of their personal and professional lives through the use of mindfulness and self-care. Strategies can be given to support educators as they continue to work with individuals who have been impacted by trauma and what they can do to support themselves and their students. By providing supportive

strategies through education opportunities, this will allow educators to provide a quality educational experience to all of their students and provide for their students' basic needs within the classroom. With the large population of children who have been impacted by trauma in schools, it is essential to identify the key components of secondary trauma and how to treat it to better support everyone involved in the educational process.

With the findings from this literature review, it is apparent that secondary trauma will continue to impact educators and those in the helping professions as they work with individuals who have been impacted by trauma. More research is starting to be completed on the topic of secondary trauma. Secondary trauma will continue to impact every educator until proper interventions that support educators are implemented as they continue to work with each student who has been impacted by trauma. Until all educators and individuals working with people who have been impacted by trauma are aware of what secondary trauma is, the issue will continue to impact them in a negative way. With proper support, each person can overcome secondary trauma.

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