



Theory & Practice in Rural Education (TPRE)
Call for Special Issue on
Transformative Trauma-Informed Practices in Rural Schools

Guest Editors:

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Transformative Trauma-Informed Practices in Rural Schools

Rural schools are key places for accessing children in need of supportive mental and behavioral healthcare services (Franklin, 2021). With appropriate supports and interventions that integrate trauma-informed principles, rural youth can overcome traumatic and adverse childhood experiences such as physical and emotional abuse, poverty, homelessness, substance abuse, exposure to household dysfunction, parental separation, and accidents and injuries (Center for Disease Control, 2021). The Substance Abuse and Mental Health Services Administration (SAMHSA) outlined six principles that guides a trauma-informed approach: 1) safety; 2) trustworthiness and transparency; 3) peer support; 4) collaboration and mutuality; 5) empowerment, voice, and choice; and 6) cultural historical and gender issues. Trauma-informed systems approaches rely on institutional environments to embrace and translate into practice value-driven approaches to student learning and services that leverage healing from adversity and minimize the risk of re-traumatization (Huang et al., 2014). For youth-serving rural institutions, this is especially important as childhood, adolescence, and emerging adulthood are sensitive developmental periods in which healing from adversity can occur (Cantor et al., 2018; Crumb et al., 2019). Furthermore, rural school personnel and other adults who work with students who have experienced trauma are at risk of burnout and compassion fatigue (Figley & Ludick, 2017; Mullen & Gutierrez, 2016).

A combination of school and community-based interventions may circumvent common mental health treatment barriers faced by rural students such as transportation difficulties, time constraints, communication break downs, knowledge gaps, and reduce the stigma associated with seeking mental health services (Franklin, 2021; Huang et al, 2014). School-based mental health services offer a viable pathway to provide trauma-informed programs and services to help build resiliency and decrease the mental, emotional, and academic distress associated with traumatic and adverse experiences. In this special issue of TPRE, we aim to highlight research, teaching, and professional practices that promote trauma-informed care in rural settings. Manuscripts selected for this special issue might address aspects of the following in relation to rural youth and communities:

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- Understanding trauma in the context of diverse rural communities
- Leveraging school-university-community collaborations to support rural students' mental health and wellbeing
- Strength or asset-based frameworks that support trauma-informed principles and empower rural students
- Implementing policies related to trauma-informed care
- Innovative practices in teaching and/or learning that support a trauma-informed approach
- Trauma-informed educator and/or counselor preparation
- Advantages, challenges, and/or opportunities regarding trauma-informed practices in rural schools and communities
- Community-based initiatives related to the mental and behavioral health of rural students and school personnel
- On-site or telehealth practices to address trauma experiences and the mental health of rural students and school personnel

This work could explore classroom or school practices, educational leadership, librarianship, counseling, or other specialist work in P-20 educational and/or community and clinical settings.

Those interested in being considered for this special issue should submit a full manuscript to the TPRES system (<http://tpre.ecu.edu>) by **March 27, 2023**. Questions about possible topics or ideas should be sent to Dr. Loni Crumb (CrumbL15@ecu.edu). All submissions will go through the TPRES process of double-blind review by experts in the field. TPRES Author Guidelines: <http://tpre.ecu.edu/index.php/tpre/about/submissions#authorGuidelines>

Estimated Timeline

- Manuscripts Due March 27, 2023
 - Accepted on a rolling basis up until the close date
- Double Blind Review Process:
 - Approximately two-month turnaround (April/May)
- Articles selected for Revise/Resubmit or Minor Edits
 - Revise/Resubmit Deadline: 45 days from receipt of feedback (May/June)
- Second (limited) Double Blind Peer Review Process from resubmissions:
 - Approximately one-month turnaround (July)
- Final selection of articles selected for Minor Edits
 - Deadline: one month from receipt of feedback (September)
- Expected Publication Date: October 2023

References

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- Centers for Disease Control and Prevention. (2021). Adverse Childhood Experiences Prevention Strategy. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. https://www.cdc.gov/injury/pdfs/priority/ACEs-Strategic-Plan_Final_508.pdf
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