

### **K-12 School Stakeholders' Phenomenological Experiences with Trauma-informed Training**

Surveys show that anywhere between 30-45 percent of children have reported experiencing at least one adverse childhood experience (ACE) (National Conference of State Legislatures, 2022). Adverse childhood experiences are traumatic experiences that one experiences before the age of 18 that range anywhere from abuse, neglect, and household challenges. This exposure to violence influences one's ability to regulate their attention, emotions, behavior, and the proper development of one's nervous system. Knowing that the regulation and development of the aforementioned skills and systems are skills that are used when in a social setting such as school, there is a clear need for school stakeholders to have an understanding of trauma and the challenges that it brings for a child as well as how to work together to allow and ensure for a child to have an equitable and safe educational journey. Children are enrolled in the K-12 setting starting at the age of 5 and typically remain enrolled up until the age of 18. Throughout those years exposure to different ACEs impacts their ability to learn, develop in multiple areas, and ultimately achieve (The National Child Stress Network, 2017). Therefore, as K-12 stakeholders the school system must acknowledge the various experiences that students have as well as develop and maintain a trauma-informed approach that supports students educationally, socially, emotionally, and physically. As well as a trauma-informed approach being equitable, it also must be accessible to all stakeholders and implementable with consistency. The current study utilizes a phenomenological methodology to explore the experiences of school stakeholders with trauma-informed training.