

# **A Case Study Which Explores the Mindsets of Students Placed in Residential Care Home and Perceptions of Their Teachers**

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## **Abstract**

To enrich a nurturing school environment, educators must become aware of the social and emotional byproducts of student removal from traditional homes. Many schools host students while they are placed in residential facilities, a number that is increasing across the United States (Department of Health and Human Services, 2017). Educational leaders need to deal with this transition in society. With the changing landscape of more students displayed from their homes, educational leaders need to know how to prepare. This case study focused on female high school students placed in one residential facility attending one suburban school district located in Alabama. We used the conceptual framework of social and emotional learning. Our purpose was to qualitatively explore the academic growth mindset of adolescent female students placed in a residential group home and what perceptions the teachers have regarding their ability to learn. Using document analyses and interviews, we found that while most students had mindsets of being equal to their peers, they struggled with the perceived added pressures of performing at higher levels to be accepted as equals by peers and teachers alike. Classroom teachers believed that they do not distinguish their approaches toward students from a facility-of-care, contradicting the perceptions of the students themselves. Students felt additional tutoring and other help from the facility gave them a distinct advantage over their peers, as evidenced by their increased academic performance once enrolling at the residential facility. The lack of personal technology was identified as the most significant educational barrier for the students. Results gain insight into students' specific needs to better individualize educational environments. Although this study focused on female students, future research could include male or middle school-aged students to see if there are any differences. Due to pandemic regulations, observations were not allowed. Therefore, we recommend that studies be conducted that allow classroom observations to validate these interesting findings.

*Keywords:* residential care, facilities-of-care, mindset, trauma, social and emotional learning

Many schools host students while they are placed in residential care facilities, a number that is increasing across the United States (Department of Health and Human Services, 2017). Almost half a million children on any given day in the United States have been removed from their traditional homes and placed in some form of custodial care (Children's Rights, 2020) for reasons of abuse, neglect, drug and alcohol addiction, or a combination thereof. With the alarming rise in opioid abuse and other traditional maladies infecting our children's security, residential care facilities increasingly become secondary homes to more children than ever before. Today's educational leaders are tasked to reach and educate a subpopulation of students who may be more focused on surviving their home conditions than caring about learning in school. Students from these facilities may walk into schools each day with social-emotional baggage educators cannot fathom, yet the students are asked to be quiet, pay attention, and learn.

The aforementioned social-emotional baggage often negatively affects students' growth mindset. Growth mindset has long been shown through numerous research models to directly affect academic achievement (Boylan et al., 2018; Claro et al., 2016; Snipes & Tran, 2017). Growth mindset is defined as the belief that one's intelligence can ascend to higher levels over the life span of an individual as opposed to the notion we are all born with a set, concrete intellectual ability that is forever chiseled in our DNA (Boylan et al., 2018; Chao et al., 2017; Claro et al., 2016; DeGo et al., 2018; Jach et al., 2018; Seaton, 2018). Snipes and Tran (2017) found that a combination of growth mindset between the teacher and the student is the vehicle in which higher academic achievement is carried to fruition. As the number of youths placed in non-traditional housing continues to rise due to abuse and drug addiction, much emphasis has been placed on understanding the dynamics of these children's lives and educating them. Researchers (e.g., Bick et al., 2015) have shown children experience trauma before, during, and after residing in a facility of care. Although institutional care of children is not seen as a solution to the ills that befall many of our youth, it is a civilized, if not predictable, the byproduct of adult behavior and supervision (Skoog et al., 2014).

Despite research on mindset in multiple populations exploring gender (Degol et al., 2018), socioeconomics (Chao et al., 2017, Claro et al., 2016), classroom teacher perceptions (Snipes & Tran, 2017), and career aspirations (e.g., science, mathematics, engineering, and technology careers; Degol et al., 2018), there are no known studies that have examined mindset in the population of students who reside in residential care facilities nor any that explore how mindset affects the academic achievement of this population to help guide the educational leader on what works. A greater emphasis in research studies has been placed on understanding the dynamics behind why children are placed in residential care facilities, what issues they face while there, the lasting effects of trauma associated with residential care, and how society can better serve these children. These students have also been known to have experienced trauma. Bick et al. (2015) have shown children experience trauma before, during, and after residing in a residential care facility. Institutional care, facilities-of-care, out-of-home care, residential care, and several other labels refer to similar environments complete with commonly associated programs and practices. Though known by many names, all residential care facilities are faced with the same charge, and that is to provide a nurturing, safe, and secure environment for everyday activities and to provide opportunities for children where there previously were none (Attar-Schwartz, 2014; Oliveira et al., 2015). Skoog et al. (2015) further stated that though this ideology is noble, out-of-home care is characterized as continual removal and placement in various facilities for children who have the misfortune of finding themselves in an environment other than their primary home. Therefore, the study's purpose was to investigate students' mindset who have experienced trauma and live in an

Alabama residential group home and the perceptions teachers possess about the same students' ability to learn.

## Review of Literature

Our conceptual framework for this study was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2019). Social and emotional learning (SEL) is the process through which students understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2019) and is appropriate for adolescent development (Ross & Tolan, 2018). Thus, the CASAL conceptual framework was selected to approach adolescent development from a positive lens and viewpoint (Ross & Tolan, 2018).

CASEL has five core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Ross & Tolan, 2018). Self-awareness involves knowing your strengths and limitations and possessing a 'growth mindset.' Self-management encompasses effectively managing stress, controlling impulses, and motivating yourself to set and achieve goals. Social awareness is the understanding of the perspectives of others and empathizing with them. Relationship skills incorporate communicating clearly, listening, cooperating, resisting inappropriate social pressure, negotiating conflict, and seeking help when needed. Responsible decision-making includes making constructive choices about personal behavior and social interactions.

Effective and coordinated strategies to help enhance students' social-emotional competence, academic performance, health, and citizenship have been researched to help prevent and reduce mental health and behavior problems. For example, this includes studies on SEL development for children reducing risk factors and fostering positive adjustment (Benson, 2006; Catalano et al., 2002; Guerra & Bradshaw, 2008; Weissberg et al. 2003), targeting positive effects on targeted social-emotional competencies and attitudes about self, others, and school (Durlak et al., 2011), and those with students' behavioral adjustment in increased prosocial behaviors (Ross & Tolan, 2018). These outcomes consistently built on positive reports to youth development or the prevention of negative behaviors (Catalano et al., 2002; Greenberg et al., 2001; Hahn et al., 2007; Wilson et al., 2001; Wilson & Lipsey, 2007).

Through her interest in why some students persevere through setbacks and others became devastated to the point of failing to continue, Dweck (2000) coined the terms "growth mindset" and "fixed mindset" to explain individuals' internal beliefs of intelligence and abilities. Growth mindset is malleable and can be developed in a positive trend, whereas a fixed mindset is just the opposite; intelligence is an innate quality and is fixed, static throughout one's lifetime and cannot be improved upon (Boylan et al., 2018; Chao et al., 2017; Claro et al., 2016; Degol et al., 2018; Jach et al., 2018; Seaton, 2018).

A positive growth mindset has long been associated with higher academic achievement (Boylan et al., 2018; Claro et al., 2016; Snipes & Tran, 2017). For example, Boylan et al. (2018) saw a growth mindset to prepare young learners to take more responsibility in their academic growth and achievement. Through their research of students in Chile, Claro et al. (2016) contended that growth mindset was a reliable litmus test in predicting positive academic achievement and development. Many researchers (e.g., Chao et al., 2017; Degol et al., 2018; Jach et al., 2018) have shown students achieve far more academically if they possess an attitude their abilities can be honed and developed rather than if they feel their intellectual traits are immutable. Snipes and Tran (2017) took this concept a bit further in strongly suggesting a very high correlation ( $r = .75$ )

between positive implicit theories and academic growth and achievement in secondary and post-secondary students.

While studies have addressed students' perspectives and attitudes regarding positive growth mindset, little is known regarding the effects of teachers' perspectives of growth mindset and how they aligned to student success in their classrooms (Boylan et al., 2018; Seaton, 2018). Focusing on students in grades 4-12 in Clark County School District in Nevada, Snipes and Tran (2017) found that what teachers exemplified through their speech and actions had a direct relational effect on students' mindset about their abilities to sharpen and grow their achievement in the classroom. These researchers used 'wise critical feedback,' a practice whereby students receive corrective responses because the teachers believe in the students' ability to grow and produce better work. They concluded that teachers' perceptions are critical as they can produce harmful, negative trends in students' growth and achievement.

A study such as Snipes and Tran's reiterated growth mindset's power as an important part of the intervention process to develop higher academic success. Because interventions using academic mindsets have shown positive effects on academic achievement, specific groups of students are more predisposed to benefit from growth mindset interventions. Due to the consistencies found in attitudes and beliefs among low-achieving and minority students regarding a positive growth mindset, intervening to foster better attitudes and beliefs of a growth mindset should be especially powerful for students in the marginal subgroups.

Supplementing literature on growth mindset were studies on trauma. The National Survey of Children's Exposure to Violence (2013-2014) found that over 60% of children surveyed experienced some form of trauma, crime, or abuse in the prior year, with some experiencing multiple traumas (Finkelhor et al., 2015). Rice and Groves (2005) defined trauma as an exceptional experience in which powerful and dangerous events overwhelm a person's capacity to cope and may vary from acts of violence to life experiences such as divorce, drastic living changes, or even bullying. They contend that traumatic experiences can impact brain development and behavior inside and outside the classroom. Rosenthal (2018) has found that some students are frequently exposed to trauma whose brain functioning is impacted early. Sandstrom and Huerta (2013) have found that one's response to traumatizing events will vary depending on age, stage of development, intelligence level, family and school support.

When a child is exposed to trauma, one feels threatened, the reptilian brain takes control, shutting down other brain functions and shifting the brain and body into a reactive, fight-or-flee mode (Perry, 2014; Rosenthal, 2018). Often, students do not have the coping skills to manage traumatic events. It is estimated that each year that over one million children in the United States are diagnosed with a mental illness or disability that could be explained by prior trauma (Leahy, 2015).

The majority of educational research regarding trauma focused on supporting traumatized children in school (Cole et al., 2013; Cole et al., 2005; Tishelman et al., 2010). Youth who experience trauma are at risk of experiencing multiple academic challenges in all studies (Crosby, 2015; Hallet et al., 2018; Hernandez & Naccarato, 2010). In addition to academic challenges, trauma has been linked to a higher probability of school suspension, expulsion, and school failure (Crosby, 2015; Wolpow et al., 2009). The impact of trauma and chronic stressors on academics and other school areas results from the long-term or constant activations of the brain's stress response (Billias-Lolis et al., 2017; Perry & Daniels, 2016).

Whether studying growth mindset or trauma, researchers such as Durlak (2011) have addressed SEL as a concept that addresses students' self-awareness in their own emotions and the

ability to read and understand others' emotions exhibited in social interactions. While most SEL studies have targeted the general student population, Oliveira's (2014) research delved into the lack of social and emotional development for students who came from a non-traditional home and therefore had experienced some form of trauma. Other researchers (e.g., Boylan et al., 2018; Chao et al., 2017; Claro et al., 2016; Degol et al., 2018; Jach et al., 2018; Seaton, 2018) have focused on the efficacy of growth mindset in the general population as it pertains to academic achievement. Yet, only a handful of studies (e.g., Snipes & Tran, 2017) has focused on classroom teachers' growth mindset on at-risk populations such as students' placed at residential care facilities and their teachers' mindset regarding their ability to learn; and thus, the rationale for conduct our study on adolescents housed in a residential care facility.

## **Methods**

We implemented an ethnographic research design to explore adolescents' growth mindsets placed in a residential care facility, and the perceptions teachers have regarding their abilities to learn. This design afforded us the ability to describe, analyze, and interpret those female students' mindsets living in a residential facility and those who teach these individuals. We followed an intrinsic case design, as characterized by a case that is unusual and has merit in and of itself (Creswell, 2012). Through this research design, we addressed six specific research questions:

1. What are the educational mindsets of high school-aged female students from the residential care facility and their behavioral and achievement accomplishments?
2. What are teachers' perceptions regarding the overall mindsets of these students placed in a residential care facility?
3. What perceptions do students from a residential care facility have about their ability to increase their academic performance?
4. What are the teachers' perceptions of these female students' ability to increase their academic performance?
5. What overall perceptions do teachers have regarding educating students from a residential care facility?

We utilized purposeful convenient sampling (Creswell, 2014) of female students and teachers living in Alabama. The guardians for 15 female students, ages 15-18, were contacted to obtain permission. As less than 10% of the students residentially-placed were males, we opted for females participants only. Additionally, 10 high school teachers at the area high school were invited to participate. Of these possible participants, four female students (and guardians) and four teachers agreed to participate, as characterized in Table 1.

**Table 1***Demographic Characteristics of Study's Student and Teacher Participants*

Participant	Grade Level/Subject	Gender	Race/ethnicity
Student A	Grade 12	Female	African American
Student B	Grade 10	Female	African American
Student C	Grade 9	Female	African American
Student D	Grade 9	Female	Caucasian
Teacher 1	History/Social Studies	Female	African American
Teacher 2	History/Social Studies	Male	Caucasian
Teacher 3	Mathematics	Male	Caucasian
Teacher 4	Science	Male	Caucasian

While we initially planned for in-person interviews and classroom observations, COVID necessitated the interviews be conducted virtually and precluded classroom observations. However, the interviews that were conducted allowed us to gain insight into the mindset of those in and involved with residential group homes. For student interviews, we asked semi-structured questions developed to stimulate views and opinions from the participants. Examples of student interview questions included: “What advantages did you have in this residential facility that other students may not have?” and “Describe ways in which you feel educators may have treated you differently from other students.” Two examples of teacher interview questions were: “What differences in the classroom, if any, have you noticed between those students from students residentially-placed and students from a traditional home?” and “Describe any strategies/interventions you have incorporated into your lessons to help these students.”

Besides interviews, we collected artifact data on the female students and participating teachers through the local school counselors’ help, including attendance records, behavioral infractions, achievement reports (including grades and standardized test scores), and length of enrollment. Teacher information collected included which courses were taught and the number of students they had from the residential home. Table 2 provides an alignment between our specific research questions and the source of data collected.

**Table 2***Relationship of Specific Research Question and Sources for Data Collection*

Specific Research Question	Data Collection
...educational mindsets of high school-aged female students from the residential facilities, and their behavior and academic accomplishments?	SIQ 1, 2, 3, 4, 7, 8, 11; SIF Attendance; Discipline, Academics

...teacher perceptions regarding the overall mindsets of students placed in a residential facility?	TIQ 1, 2, 3, 6, 8, 9, 10
...student perceptions have about their ability to increase their academic performance?	SIQ 5, 6, 9, 10, 11; SIF Academics
...teachers' perceptions of these female students' ability to increase their academic performance?	TIQ 4, 5, 7, 8, 9
...overall teachers' perceptions regarding educating students?	SIQ 2, 3, 4, 7, 8; TIQ 1, 2, 3, 6, 8, 9, 10; SIF Attendance; Discipline; Academics
What gaps exist in students' and teachers' perceptions regarding the students' ability to increase their academic performance?	SIQ 5, 6, 9, 10, 11; TIQ 4, 5, 7, 8, 9; SIF Academics

*Note:* SIQ and TIF were interviews with students and teachers, respectively. SIF and TIF were from the data collection forms for students and teachers, respectively.

While we used document analyses to capture highlights of artifact data, all interviews were taped and transcribed. Interpretative phenomenological analysis (IPA) was used to analyze results. According to Peoples (2021), IPA is the most appropriate analysis for it helps the researchers make sense of an experience or phenomenon (Smith et al., 2009). IPA allowed us to move back-and-forth between participants' transcribed interviews and our understandings of what those experiences meant. During this process, researchers aimed to understand experiences and make sense of those experiences (Peoples, 2021; Braun & Clarke, 2013). We used a three-step IPA process that involved first using open coding during our exploratory analysis to acquire a general sense of the transcriptions and develop initial codes and attention to fidelity by verifying written notes matched digital transcriptions, as recommended by Creswell (2014). Secondly, we identified categories by employing axial coding by labeling and color-coding broad patterns and examining coding redundancy, as recommended by Saldaña (2009). Thirdly, we developed themes to represent a broader meaning of the findings using selective coding on the emerging categories, as Creswell (2014) further recommended.

## Results

In analyzing the current length of stay, attendance for the first initial 20 days and since, results revealed that the four students have been enrolled 8-14 months and are attending high school more than 95% of the time since been placed at the residential group home. (see Table 3) None of the four students' cumulative records indicated any disciplinary infractions since arriving. Furthermore, the academic performance had improved as the four students have shown positive academic growth across core subjects as evidenced by their overall GPA increase. (see Table 4)

**Table 3**

*Student's Length of Enrollment since Residential-placed and School Attendance*

Student	Months in Enrollment	Days 1-20 Attendance	Days 20-40 Attendance	Year-to-Date Attendance %
A	11	20	20	100

B	10	20	20	97
C	8	20	20	100
D	14	20	20	88
Average	10.75	20	20	96.25

**Table 4**  
*Student Classroom Performance: Class Averages by Subject and Grade Point Average Before and During Residentially Placement*

Student	LA	Math	Science	SS	ELa	ELb	ELc	GPA Before	GPA After	GPA Difference
A	6	33	49	54	84	91	100	NA	3.33	N/A
B	74	80	88	88	85	100	84	2.67	3.07	+ 0.4
C	91	84	65	60	34	97	60	3.16	NA	NA
D	78	90	100	91	70	0	55	2.75	2.96	+ 0.21

*Notes.* EL stood for electives. Class averages were out of 100 possible points. The cumulative GPA scores were based on a 4.0 GPA and calculated before and since enrollment. Some cumulative records were found to be incomplete. Current class averages were found to be incomplete due to pandemic-related isolation. Only final subject averages are factored in students' GPA after placement.

From the interviews, we had three students who commented on how using facility-based tutors tended to give them a perceived advantage over their peers. Additionally, students and teachers mentioned the importance of having someone at the facility hold them responsible and closely monitor their academic progression. However, limited access to personal technology was found to be a barrier that students from the group facility and teachers in their school mentioned.

In addressing the educational mindsets of high school-aged female students from the residential care facilities, we found through thematic analyses of interviews that students felt they must achieve higher levels than their peers to be seen as equal. This perception directly contrasted with teachers' perceptions. For example, one teacher specified that “we do not treat the students from the facility any differently than other students as they typically do not know which students are from the group home.”

With the teacher interviews focused on overall mindset, five themes emerged. Summarized in Table 5, at least three of those interviewed identified the followings needs: (a) treating each student the same (equality), (b) having student access to personal computers (technology), (c) focusing on major tasks, (d) finishing assignments, and (e) developing relationships between teachers and students. In contrast, Table 6 depicts the themes that emerged from the student interviews regarding the educational mindset. Here, we found themes to be: (a) having higher standards, (b) accessing tutors, (c) assessing counselors, (d) being perceived as equal, and (e) having caring teachers.

**Table 5***Themes Emerging from Teacher Interviews about Overall Mindset*

Theme	Operational Definition	Actual Quote	N=4	%
Equality	On the same level as others	“They’re no different than any other teenagers.”	3	75
Technology	Internet and computer access	“Where they may not have a personal device.”	2	50
Work Completion	Finishing classroom assignments	“Unwilling to complete work.”	3	75
Focus	The ability to concentrate on a specific task	“Sometimes, their mind goes somewhere else.”	3	75
Relationships	The connection between student and teacher	“It’s been a positive experience.”	4	100

**Table 6***Themes Emerging from Student Interviews about Educational Mindset*

Theme	Operational Definition	Actual Quote	#	%
Higher Standards	Achieve at a higher level	“Push myself [sic] more to show that my academic level is higher than my label.”	2	50
Tutor	To provide additional help	“I do have extra help from my tutors here.”	2	50
Counselors	A person trained to give guidance	“We have to meet with counselors.”	3	75
Equal	On the same level as others academically	“I think I’m just as good as they are in class.”	2	50
Care	Teachers show concern for the well-being of the students	“He told me... how I’m going to improve myself through the years, how you’re going to better yourself for your future.”	2	50

While we holistically provided results for our document analyses which included student and teacher characteristics and interview analyses (including overall mindset, student educational mindsets, and perceptions of abilities to increase achievement), we must tie these results back to the six specific research questions posed in this study. Table 7 displays the results integrated by showing the relationship of the six specific research questions, data sources, and the findings.

**Table 7***Integrated Findings by Specific Research Question*

Specific Research Question	Findings
...educational mindsets of high school-aged female students from the residential facilities, and their behavior and academic accomplishments?	The female students interviewed felt that they had the same academic capabilities as their peers. CASEL maintains self-awareness is a building block of social and emotional learning.
...teacher perceptions regarding the overall mindsets of students placed in a residential facility?	The teachers stated that they did not view the female students from residential care facilities any differently. Within CASEL, SEL instruction and classroom climate hone the five competency areas of SEL.
...student perceptions have about their ability to increase their academic performance?	The female students felt as though they could learn as well as any other student. Healthy self-awareness, social awareness, and self-management lead to increased academic performance, according to CASEL.
...teachers' perceptions of these female students' ability to increase their academic performance?	The teachers perceived the female students as equals, and many stated they did not know which female students lived at the residential facility. Within CASEL, SEL instruction and classroom climate hone the five competency areas of SEL.
...overall teachers' perceptions regarding educating students?	The teachers felt students from a facility-of-care were no different from their peers in how they are treated and perform in the classroom. CASEL maintains classroom culture, established by the teacher, builds SEL among students.
What gaps exist in students' perceptions of a residential facility and teachers have regarding the students' ability to increase their academic performance?	While both parties felt the female students were no different than their peers, the female students did feel as though the teachers did not view them as equal. Social awareness, self-awareness, and responsible decision-making are the frameworks of CASEL's SEL model.

*Note:* SIQ and TIF were interviews with students and teachers, respectively. SIF and TIF were from the data collection forms for students and teachers, respectively.

## **Discussion, Implications, and Future Avenues of Research**

Our study delved into the mindsets of students who resided at a residential care facility and sought to determine what perceptions they have regarding their educational experiences. Their classroom teachers' perceptions regarding the education they received were investigated to understand if gaps exist between teacher and pupil. This study was designed and grounded based upon research themes emerging from the literature review, especially studies on social and emotional learning, in-home care facilities, trauma-informed teaching, and growth mindset.

We received consent from 4 of the 15 female students placed at one residential care facility and 4 of the 10 teachers. Through this ethnographic intrinsic case study, we were described, analyzed, and interpreted the mindsets of those female students living in a residential facility and those who teach these individuals. We used document analyses to capture highlights of artifact data and employed interpretative phenomenological analyses of transcribed interviews.

Based on the information gained through individual virtual interviews of both students and teachers and longitudinal academic achievement data and other records, four groups of stakeholders have been identified as having a vested interest in the mindsets and perceptions of female students who reside in this residential care facility: students living in the chosen facility, educational leaders and teachers at the local high school attended by the students chosen for this study, facility-employed counselors at the residential home of the students who were chosen for this study, and residential managers responsible for the well-being of the students living there.

Students who reside in the chosen facility can benefit greatly from knowing and understanding classroom teachers' thoughts and feelings who have taught multiple students from this group home over the past several years. Additionally, educational leaders and classroom teachers need to understand many of these students' misgivings and negative minds regarding how they fit in with local school cultures and populations. Educational leaders will be better positioned to assist both their teachers and counselors to help these students realize there is a difference in beliefs between classroom teachers in their building and those of students from a group home. Counselors at the high school involved in this study have the opportunity to take the disparity highlighted by the data and provide needed support and services to students from the chosen group home. Counselors employed by the facility in which these students reside, and in particular, could benefit from understanding the misgivings students have regarding their teachers' perceptions. The residential managers, house parents, and directors of this residential facility are charged with providing stress-free learning environments with minimal distractions, especially at the site where this study took place. Students interviewed for this study suggested homework proved difficult due to distractions commonly encountered while at home, which houses several students. By becoming aware of this barrier, facility managers can make changes in their environments to increase the likelihood of stress-free learning at home.

For future research avenues, a longitudinal study of students from this and other residential care facilities is recommended to benefit these students and educators. By expanding similar research to include students from other types of residential facilities, males, and students who are younger, educators and students and their social workers could provide services to include targeted strategies and interventions that move beyond this study's narrow focus. Educational leaders and others could also benefit from a study incorporating males to determine if there are similarities and differences in mindset by gender and various backgrounds.

Educators and caregivers have signed on for a moral, ethical, and professional charge to get to know and understand each of their students in preparation for providing a positive educational and personal experience for them all. Suppose students who have been uprooted from

one traumatic environment and placed in another traumatic environment, albeit for different reasons, are to find their place among the peaceful. In that case, all parties must work together to gain insight into their plight and work around the present barriers to produce a happy and well-educated adult. Intervention must happen early and often from various fronts to eliminate the damage adults initiated in the first place. This trail to redemption begins with understanding the mindsets and perceptions of students and teachers. It is the least educators can do and is expected of us both as professionals acting morally and ethically.

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