

## ABSTRACT

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Title: CREATING EMOTIONAL, INTELLECTUAL, AND PSYCHOLOGICAL SAFETY FOR STUDENTS IN SECONDARY ENGLISH CLASSROOMS: AN AUTOETHNOGRAPHY

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Year: 2018

This autoethnography explores my experiences with safety and a lack of safety in school and in the classroom, as well as how these experiences shaped my beliefs as a pre-service educator. I begin by examining literature that studies emotional, intellectual, and psychological safety for students in school and in the classroom. I separate this literature into two separate categories: “Research on Safety of All Students” and “Research on Safety of Marginalized Groups of Students.” Then, I define “safety” in school and in the classroom based upon the research I have reviewed. I continue by arguing for why autoethnography is the most appropriate form of research for me to utilize. Next, I give readers historical context about my life so that readers can better understand why autoethnography was the most appropriate form of research for me to use, as my experiences are simultaneously unique and relatable. I then reflect on my experiences in school by analyzing four journals that I wrote from fourth grade through eighth grade. I also examine my professional writing throughout my time in college as a pre-service educator in order to determine how my notions of emotional, intellectual, and psychological safety influence the teacher I plan to become. Ultimately, my findings will shape my practices as an educator. My goal is that this project will shape the practices of other educators who are wanting to create an emotionally, intellectually, and psychologically safe classroom environment for students as well.