

EXPLORING INDIVIDUAL FACTORS CONTRIBUTING TO TRAUMA-INFORMED
ATTITUDES IN LAW ENFORCEMENT

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Exploring Individual Factors Contributing to Trauma-Informed Attitudes in Law Enforcement

Trauma-Informed Care (TIC) can be viewed as both an intervention and an organizational approach or framework that places an emphasis on understanding how trauma impacts a person's behavior (center for substance abuse treatment, 2014). A trauma-informed system aims to recognize trauma symptoms and its prevalence and be able to respond to clients and others serviced by the system from a trauma-informed perspective (SAMHSA, 2012). As TIC begins to gain relevance outside of the clinical realm, there has been an emphasis placed on integrating trauma-informed practices in various fields such as education (Martin et al., 2017), healthcare (Brown et al., 2022), and the criminal justice system (Knight et al., 2021). One profession that remains in the beginning stages of integrating and implementing TIC is policing. Despite the seemingly contradictory nature, tic has the potential to benefit not only law enforcement officers by enhancing officer wellbeing, but also by restoring civilian trust for those who encounter law enforcement in their community. To better understand how TIC fits into the policing profession, it is imperative for research to explore possible factors that contribute to a police officer's ability to behave or think in a trauma-informed manner.

Over the past 20 years, trust in law enforcement has decreased from 64% to 43% in 2023, with a drastic decline occurring after the 2020 murder of George Floyd by Minneapolis police (Brenan, 2024). This decline is greatest among non-white Americans, as only 30% report high confidence in police, in comparison to 50% of their white counterparts (Washburn, 2024). Similar dissatisfaction with law enforcement is noted among the LGBTQ+, who view law enforcement as a source of danger due to harassment and

mistreatment (ACLU. 2024). The public perspective of police as unjust creates a demonstrative pattern where communities' distrust for law enforcement shapes their interactions, and law enforcement respond back in a defensive manner, thus continuing the cycle (Jefferson & Grodzinski, 2015). Trust in the policing system has begun to falter, creating a rift in which officers and community members largely cannot agree about what is needed to make the community safer (Morin et al., 2017). The current study aims to address the gap in the literature on trauma-informed policing, with a primary focus on examining individual characteristics that influence trauma-informed attitudes to further understand what factors support the tic implementation process in policing.

Background

The Current State of Trauma-Informed Policing

According to the substance abuse and mental health administration (SAMHSA, 2023), a trauma-informed criminal justice system (TICJS) has two overarching goals: to avoid re-traumatization, and to support the recovery efforts of those involved with the system – including victims, perpetrators, and criminal justice professionals (i.e., police officers or corrections officers; SAMHSA, 2023). A key part of a TICJS is the emphasis placed on staff knowledge, awareness, and understanding of the impacts of trauma, its symptom manifestation, and the importance of interacting with all people as if they have a traumatic history (Noether, 2021). Albeit a slow process, integration of trauma-informed practices within the criminal justice system has been found in courtrooms (Mckinsey et al., 2024; Powell et al., 2012), justice and correctional facilities (Griffin et al., 2012; Levenson & Willis, 2019) and parole and probational procedures (Beer et al., 2020; Messina et al., 2013).

However, trauma-informed practices fall short in their assimilation into policing when compared to other branches of the criminal justice system. With high priority placed on trustworthiness and transparency empowerment and choice, collaboration, physical and psychological safety, and acknowledgement of cultural, historical, and gender issues (SAMHSA, 2012; 2023), a trauma-informed approach stands considerably at odds with standard law enforcement practices and policies.

Implementation: A Champion for Change

Implementing any kind of trauma-informed practice should be viewed as an organizational framework or approach, rather than a singular goal. An effective trauma-informed approach for any organization requires buy-in from all levels of staff (Isobel et al., 2021; Schulman & Menschner, 2018; Yatchmenoff et al., 2017). Successful implementation has several key components, one of which is identifying a person or persons who can serve as champions for tic implementation within the organization (Yatchmenoff et al., 2017).

These individuals are not only committed to leading the organization in their trauma-informed journey but are those who have both the respect of upper-level management and their colleagues, are knowledgeable about tic concepts and understand how these concepts fit into different contexts (Yatchmenoff et al., 2017). Identifying champions that are not directly in leadership allows the organization's culture to shift from the hierarchical to a more collaborative environment (Bloom, 2013), which has the potential to address the desperately needed culture change in current policing (Gundy, 2023). Identifying and developing "champions for change" contributes to the sustainability of tic implementation, as they are ideally tasked with continually assessing the organization's efforts and identifying barriers and facilitators to trauma-informed change (Buchanan et al., 2005). These champions also act

as mentors to other staff in the implementation journey, often guiding their colleagues in integrating it into their everyday routine, becoming instrumental in staff training and development (Buono & Subbjah, 2014; Koury & Green, 2017). Due to the nature of a “champion for change” it’s plausible that certain characteristics are more likely to support trauma-informed attitudes, thus marking some police officers as a quality candidate for championing organizational change efforts.

Literature Review

Potential Contributors to Trauma-Informed Attitudes Among Law Enforcement

To understand law enforcement’s motivation for implementing trauma-informed practices in their interactions, it is important to recognize what factors may influence their capacity for positive attitudes related to trauma-informed care. Ajzen’s (1985, 1991) theory of planned behavior posits that to understand the motivation for engaging in a behavior, we must first understand the intention; and to understand the intention for engaging in a behavior, we must further understand the attitudes driving the intent. Thus, examining potential influences on one’s trauma-informed attitudes-or lack thereof-is an essential first step in understanding the individual officer’s inclination for operating in a trauma-informed manner. Influences on change at the individual level have an essential role in understanding broader systems change and sustainability of new practices for agencies looking to implement trauma-informed strategies.

Specific to attitudes, Ajzen (1985) suggests that behavioral beliefs and evaluations of outcomes play an influential role in attitudes toward a given behavior. Behavioral beliefs are beliefs about the outcomes of engaging in a particular behavior (Ajzen, 1991). Whether an

individual believes a behavior has a positive or negative consequence influences their attitude toward the behavior, with people being more motivated to engage in behaviors with favorable outcomes. An individual's belief system is influenced by a wide range of factors; personality, emotional intelligence, and intellectual humility, as factors that arguably impact the beliefs and views an individual has about others and the surrounding world, are variables of interest in exploring what contributes to an officer's TIAs.

Personality

The Big Five Factor model (also known as the Five-Factor Model or FFM) is a hierarchical model of five dimensions of personality traits: Conscientiousness, Agreeableness, Neuroticism (opposite of Emotional Stability), Openness to Experience, and Extraversion (McCrae & John, 1992). The big five Model, while not universally accepted (Block, 1985; Waller & Ben-Porath, 1987), is considered to be the most popular and extensively research model for research in personality (Feher & Vernon, 2021; Gosling et al., 2003), having been well studied in modern cultural contexts (Benet-Martinez & John, 1998; McCrae, 2002; Schmitt et al., 2007). Personality traits are generally considered to be stable over the lifespan however some research indicates that both major life events and minor life experiences (Dugan et al., 2023) can influence personality change and development over time, reflecting a person's more current patterns of thought, feelings, and behaviors (Hampson & Goldberg, 2020).

According to Hogan (1983), the FFM traits can be viewed as those that support individuals' ability to get along (Conscientiousness, Agreeableness, & Emotional Stability) and their ability to get ahead (Extraversion & Openness; Digman, 1997) in the workplace,

with people varying greatly in the degree to which they get ahead and get along (Hogan, 2005; Winterberg et al., 2022). Persons scoring high in Extraversion tend to be high in warmth, assertiveness, and sociability, while those high in Openness display increased curiosity and are more likely to actively seek out novel experiences (Seibert & Kraimer, 2001), demonstrating characteristics that may paint them as a “go-getter” in the workplace. Conversely, those high in “get along traits” are more likely to be viewed as good-natured and trusting, achievement-oriented, dependable, and even-tempered (Hogan & Ones, 1997; Seibert & Kraimer, 2001; Lawrence et al., 2016), causing others to view them as a “team player.” Exploring the relationship between personality and trauma-informed attitudes provides an avenue for further understanding which officers may have a propensity to commit to trauma-informed practices, as officers who are well balanced in both their “get along” and “get ahead” traits may be uniquely poised to serve as trauma-informed champions as they are revered by both their peers and upper-level management.

Personality and Policing. In relation to policing, personality researchers have explored the existence of a “police personality,” which ideally is oriented toward values that are necessary in a law enforcement career such as bravery, authoritarianism, conservatism, and loyalty (TenEyck, 2023). Further research utilizing the dimensions has attempted to predict law enforcement job performance and job satisfaction, yielding mixed results. Some researchers report Neuroticism as predicting burnout, while Conscientiousness and Emotional Stability predicted vigor amongst law enforcement officer (LEO) samples (Louw, 2014). Still, other researchers report little evidence for the predictive value of traits and both job performance and job satisfaction (Petasis & Economides, 2020; Sanders, 2008). These findings likely reflect the fact that other variables such as environmental factors (such as

operational and occupational stress, organizational structure) and individual differences (such as emotional intelligence or intellectual humility) are at play.

Personality and Trauma-Informed Attitudes. To date, personality literature addressing staff outcomes and behaviors has largely centered on the predictive power of personality on job performance (Leutner & Chamorro-Premuzic, 2018), major life goals (Stoll et al., 2020), personal effectiveness (Heggstad & Morrison, 2008), and even subjective career success (Ng T.W.H. et al., 2005). The literature addressing the relationship between staff characteristics and trauma-informed attitudes presents a new frontier for understanding how staff contribute to tic implementation efforts. Concerning the relationship between personality and trauma-informed attitudes, there is a dearth of research exploring the role of personality traits in one's capacity for TIAs. In the healthcare literature, Stevens and colleagues (2019) have documented a relationship between personality traits and TIC, with TIC-efficacy being positively correlated to Openness and Extraversion, and being negatively associated with Neuroticism, potentially reflecting the delicate interplay between the “get along” and “get ahead” traits necessary for TIC implementation. Moreover, they reported that healthcare providers lower in Openness reported greater TIC-efficacy only when they did not report lack of training as a barrier, demonstrating the importance of the curiosity-seeking and creativity facets of Openness (Seibert & Kraimer, 2001) in the beginning phases of TIC implementation where training or guidance may be limited.

Despite this gap, research related to personality and aspects of trauma-informed attitudes are more readily available. Song and Shi (2017) reported positive associations between the trait of Agreeableness and empathic concern and perspective taking, key

components in a trauma-informed perspective. Neuroticism, Openness to Experience, and Conscientiousness were also associated with perspective taking, suggesting that an individual's personality has the potential to influence ability to subscribe to a trauma-informed approach. Because understanding individual attributes of those providing services are an essential piece of the implementation process (Robey et al., 2021), it is then plausible that certain personality traits may promote officers' capacity for trauma-informed attitudes.

Emotional Intelligence

Emotional Intelligence (EI) refers to one's ability at perceiving, integrating, understanding, and managing emotions and integrating the information to determine how to best interact with the social world (Salovey & Mayer, 1990). EI models can be divided into one of two categories based on the conceptual framework: ability EI views emotional intelligence as cognitive abilities that can be exercised or practiced (Walker et al., 2021) and is primarily measured through performance tests. Conversely, trait EI is viewed as personality trait, thought to reflect a person's own beliefs about their EI capabilities best measured through self-report (Walker et al., 2021). While both ability EI and trait EI have their own methodological advantages, measuring trait EI does not present the same difficulties related to the operationalization of the construct as does ability EI (Matthew et al., 2007; Petrides, 2001; Robinson & Clore, 2002). Because trait EI centers on a person's own beliefs about their emotional intelligence, it better accounts for the subjective nature of how people perceive their emotions. Thus, most psychological research, despite potentially incorrect interpretations, examines emotional intelligence from a trait EI lens.

Emotional Intelligence and Trauma-Informed Attitudes. Currently, there is a deficit in research that directly targets EI as having an influence on individual's capacity for TIAs. However, there is some literature addressing the role of EI in interacting with people who have a trauma history. Brewer-Smyth (2022) noted viewing EI as an important factor for promoting healing, healthy relationships, and de-escalation (key aspects of a trauma-informed approach) when working with trauma survivors. Other research has shown that in helping professions, staff EI is negatively associated with secondary traumatic stress and burnout, which could indirectly hinder the implementation of TIC implementation efforts by negatively impacting job performance (Amer, 2022; Penix; 2019) and job satisfaction (Bride & Kintzle, 2011; Virgã et al., 2020). While there appears to be a lack of research that primarily focuses on the relationship between EI and TIAs-and even more in the policing context-it is not without merit to expect that an officer's level of trait EI could affect their capacity for trauma-informed attitudes.

Emotional intelligence and personality. The relationship between EI and the FFM of personality has been documented in various professions, with EI being positively linked to all five personality traits (Conscientiousness, Agreeableness, Emotional Stability, Openness to Experience, & Extraversion) among medical students (Taneja et al., 2020) and researchers (Hernando-Jorge et al., 2024). More specific to policing contexts, Olugbemi & Bolaji (2016) reported that only the Neuroticism trait served as a predictor of EI amongst Nigerian police officers, with those scoring high on Neuroticism reporting lower EI scores. Related to the emotion recognition aspect of EI (Mayer et al., 1990), Dirzyte and colleagues (2022) found the Agreeableness trait to predict more accurate emotion recognition overall among Lithuanian officers, with Conscientiousness predicting anger recognition, and Extraversion,

Neuroticism, and Agreeableness predicting joy recognition. Despite these considerable findings, there remains a gap in police research that addresses EI (Magny & Todak, 2021) and personality traits (TenEyck, 2023), with special regard to American police officers, who may prioritize other qualities (e.g., bravery, loyalty, courage, dominance) as opposed to emotional intellect (Lefkowitz, 1975; Mahanta & Kathpalia, 1984; Twersky-Glasner, 2005; TenEyck, 2023).

Intellectual Humility

Given the opposing nature of TIC and law enforcement, one could argue that an officer's ability to subscribe to TIAs may be dependent upon their Openness to the differing perspectives and experiences of others and their willingness to reconsider their preconceptions about the people they encounter on the job. A construct of interest that could help unpack this ability is intellectual humility. A distinct subdomain of general humility (Davis et al., 2015), Intellectual Humility (IH) has been broadly defined as the "degree to which people recognize that their beliefs might be wrong." Individuals high in IH are cognizant of the fact that their beliefs may be untrue and hold the mental flexibility to revise their views at any given time (Leary et al., 2017). More specifically, IH involves awareness of one's own knowledge and being receptive to new information, while being able to express one's ideas and beliefs and absorb contrary information in a regulated fashion (McElroy et al., 2014). Samuelson and colleagues (2014) conceptualize IH as being comprised of two dimensions: a social dimension, in which an individual claims their "proper status as knowledgeable without overclaiming what one knows in relation to others (or underclaiming through diffidence or intimidation)"; and an epistemic or "truth-tracking" dimension, in which an individual's beliefs are in accordance with evidence, but they do not claim to know

more/less than what the evidence presents. IH is often viewed as a balancing act between intellectual diffidence (underestimating one's beliefs & knowledge) and intellectual arrogance (overestimating one's beliefs & knowledge; Porter et al., 2022; Whitcomb et al., 2017). From a trauma-informed policing lens, IH could play a key role in an officer's ability to adopt trauma-informed attitudes. Officers must be knowledgeable of the impact of trauma and its symptoms, while avoiding the assumption that they know when someone has been (re)traumatized or what each individual requires.

Intellectual Humility and Trauma-Informed Attitudes. While IH has not been directly examined in the context of trauma-informed attitudes and TIC, research suggests it could be important in breaking down barriers such as stigma and promoting an open-minded and collaborative approach to relationships. For instance, prior research indicates that higher IH is linked with both lower stigma toward individuals with PTSD, and greater willingness to interact with them (Schmitt & Huynh, 2023). Krumrei-Mancuso and colleagues (2020) noted positive correlations between IH and facets of knowledge acquisition, such as reflective thinking, curiosity, and open-minded thinking. Other studies have found similar findings, with persons high in IH reporting being more open to learning about opposing views during hypothetical disagreements and more frequently seeking out opposing political views (Porter & Schumann, 2018). Conceivably, an officer who scores high on measures of IH may be more apt to learn about or utilize new practices they may not genuinely agree with in an effort to better understanding the people that they serve.

Even further, enhancing community collaboration is essential to a trauma-informed policing approach (Champine et al., 2022; Matlin et al., 2019), and IH has been implicated in

supporting the collaborative nature of interdisciplinary research efforts (Snow, 2022). The relationship between IH and collaboration is noted as IH could play a critical role in understanding and promoting TIAs and support law enforcement efforts in collaborating with communities to restore a sense of trust and mutuality (SAMHSA, 2023). Taken together, IH is worth exploring as a contributing factor to one's TIAs as it likely plays a role in an individual's ability for self-reflection and open-mindedness, which are necessary to hold space for TIAs. IH, however, appears to be studied through more indirect components, rather than investigating a potential relationship between IH and TIAs directly. This gap in the literature provides the opportunity to examine whether a relationship between IH and trauma-informed attitudes exists, particularly in police contexts.

Intellectual Humility and Personality. IH has been positively linked with the big 5 personality trait of Agreeableness - which likely reflects the social dimension of IH – and openness to Experience and Conscientiousness – which likely points toward the epistemic dimension of IH (Bak et al., 2022; Davis et al., 2016). Returning to the socioanalytic perspective (Hogan, 1983), the two IH dimensions could conceivably align with both the “get along” and “get ahead” traits. IH has also been found to predict mastery behaviors, supporting attempts to excel in learning a new skill or practice (Porter et al., 2020), potentially reflecting the achievement-orientation and curiosity aspects of the Conscientiousness and Openness traits.

Intellectual Humility and Emotional Intelligence. To the author's knowledge, the relationship between IH and EI has not been thoroughly examined. However, some research suggests a connection between the two, as Hodges and colleagues (2020) reported that

religious leaders higher in IH also scored higher on measures of EI (Porter et al., 2022). More abstractly, humility has been positively associated with improved emotional & social competencies, with the relationship being mediated by judgment amongst management students (Hendijani & Sahrabi, 2019). In tandem with Krumrei-Mancuso and colleagues' (2020) findings that IH predicted less social vigilantism, which is characterized by judgment, it's reasonable to suggest that IH and EI constructs could be related. Presumably, recognizing the fallibility of one's thoughts and beliefs allows for more regulated emotional competencies, especially those vital to the development of trauma-informed attitudes (i.e., empathy & perspective taking). The current research looks to address this gap in the research, tackling the question of how these constructs contribute to trauma-informed attitudes.

The Current Study

The current paper is written with the idea that some LEOs may be better at balancing the duality of enforcing the law and demonstrating emotional awareness and cognitive flexibility, allowing them to utilize a trauma-informed perspective that fosters felt-safety and trust within the community. It then remains pertinent to explore individual characteristics that contribute to trauma-informed attitudes in the policing realm.

Overarchingly, the current study: (1) explored relationships among potential individual characteristics (i.e., personality traits, emotional intelligence, intellectual humility); (2) determined how these constructs of interest combine to influence trauma-informed attitudes; and (3) examined if EI and IH act as mechanisms facilitating the relationship between personality and trauma-informed attitudes. Regarding study aim 1, the author proposes the following hypotheses:

- 1A: The personality dimensions of Conscientiousness, Agreeableness, Emotional Stability (opposite of Neuroticism), Openness to Experience, and Extraversion would be positively associated with EI.
- 1B: The personality dimensions of Conscientiousness, Agreeableness, Emotional Stability (opposite of Neuroticism) and Openness to Experience would be positively associated with IH. There would be no association between Extraversion and IH.

Regarding study aim 2, the author hypothesized that:

- 2A: High Conscientiousness, high Agreeableness, high Emotional Stability (opposite of Neuroticism), and high Openness to Experience would positively predict trauma-informed attitudes. Extraversion would not have an impact on TIAs
- 2B: High emotional intelligence and high intellectual humility would serve as positive predictors of TIAs.

Lastly, in addressing study aim 3, the author anticipated both IH and EI to act as mediators in the relationship between personality and trauma-informed attitudes. It was hypothesized that both IH and EI would mediate the relationships between Openness and trauma-informed attitudes in that as Openness promotes an increase in the mediators, IH and EI would increase trauma-informed attitudes. Similar patterns were expected to exist in the relationships between the traits of Agreeableness, Conscientiousness, and Emotional Stability and trauma-informed attitudes.

Method

Participants

The sample was comprised of 127 sworn officers from law enforcement agencies across a southwestern U.S. state. The present study had a target sample of English speaking, sworn law enforcement officers who worked for municipal, county, or state law enforcement agencies. Participants who indicated they were currently working for federal agencies (i.e., CIA, FBI, ICE), as well as those who graduated from the police academy within 3 months of the study were excluded from the study. Federal law enforcement officers were excluded because these agencies do not have the same amount of community involvement and interaction as local law enforcement. Federal law enforcement practices are fundamentally different from that of local police agencies. Thus, their perceptions of the benefit of trauma-informed practices in community policing are likely limited compared to those working within communities on a routine basis. Similarly, officers who have recently graduated from the academy would not have enough experience interacting with the community in this role, nor would they have enough experience as a police officer, as much of their time after graduation continues to be a probationary training period. Thus, their interactions with community members-especially those experiencing a trauma or crisis-may be limited making them insufficient candidates for assessing trauma-informed attitudes.

Of the initial sample, one case was removed for not providing consent, and 18 were removed from the data set as they failed to complete at least one item for the measures of interest. A power analysis was conducted a priori using G*power version 3.1.9.6 (Faul et al., 2009) to estimate the appropriate sample size for obtaining a medium effect. With the significance set at $\alpha = .05$ and power = .80, the minimum sample size needed for a medium

effect size was $n = 77$. Of the initial $N = 127$, $n = 108$ were included in the following analyses (see Table 1 for demographics). Participants reported a mean age of $M = 43.32$ ($SD = 10.26$) year old officers and primarily male (77.8%). Participants reported a mean of $M = 17.83$ ($SD = 8.64$) years working as a police officer. Additionally, the sample demonstrated a mean EI score of $M = 5.43$ ($SD = .66$), a mean IH score of $M = 22.01$ ($SD = 4.28$), and a mean ARTIC score of $M = 4.89$ ($SD = .78$). A majority of the sample (75.9%) reported having been involved with a trauma-informed police training.

Measures

Demographic Information

Participants were asked to report demographic information regarding their race (1 = Native American/Alaskan Indian; 2 = Asian; 3 = Black/African American; 4 = Hispanic or Latine; 5 = Native Hawaiian/Pacific Islander; 6 = White; 7 = Multiracial; 8 = Prefer to self-describe) sex (1 = female, 2 = male, 3 = other), age, and education level. Participants were able to indicate what racial identities they identified with if they selected multiracial. Race was condensed into a dichotomous variable (coded as white vs non-white) in subsequent analyses to simplify group comparisons. They were also asked to report information regarding their role as a police officer including rank (1 = patrol officer; 2 = corporal; 3 = sergeant; 4 = lieutenant; 5 = captain; 6 = major; 7 = deputy chief or equivalent; 8 = assistant chief or equivalent; 9 = chief/sheriff or equivalent; 10 = other); years on the force; and type of agency they work for (1 = municipal [city/town]; 2 = county; 3 = state; 4 = other).

Table 1*Demographics for law enforcement sample*

	<i>N</i> = 108	100%
Sex		
Female	11	10.2%
Male	84	77.8%
Prefer to self-describe	3	2.8%
Did not report	10	9.3%
Race		
Native American/Alaska Native	1	.9%
Asian	0	0%
Black/African American	7	7.1%
Hispanic/Latino	5	4.6%
Native Hawaiian/Pacific Islander	0	0%
White	73	67.6%
Multiracial	10	9.3%
Prefer to self-describe	2	1.9%
Did not report	10	9.3%
Agency		
Municipal	104	96.3%
County	3	2.8%
State	1	.9%
Rank		
Patrol officer	57	52.7%
Corporal	4	3.7%
Sergeant	17	15.7%
Lieutenant	13	12%
Captain	1	.9%
Major	0	0%
Deputy Chief	5	4.6%
Asst. Chief or equivalent	2	1.9
Chief/Sheriff or equivalent	2	1.9
Other	8	7.3%
Education		
Some high school or less	0	0%
High school diploma or equivalent	3	2.8%
Some college, no degree	26	24.1%
Associate's or technical degree	14	13%
Bachelor's degree	40	37%
Graduate or professional degree	14	13%

Trauma-Informed Knowledge

Participating officers were asked one single choice (i.e., yes; no; unsure) question about their trauma-informed knowledge (i.e., “Have you ever been involved in a trauma-informed [policing] training?”).

Trauma-Informed Attitudes

The 10-item attitudes related to trauma-informed care human services version (ARTIC-10-HS; Baker et al., 2016) is the short form of the ARTIC-35-HS and ARTIC-45-HS scales. The artic is designed to assist organizations in the beginning stages of implementing TIC by assessing staff attitudes toward the use of TIC practices. The ARTIC-10 was made for use when time or resource restrictions made longer versions of the scale inaccessible. Participants are asked to indicate on a bipolar 7-point Likert scale which statement best represents their personal beliefs during the past two months at their job. Example items include “Clients could act better if they wanted to” vs “Clients are doing the best they can with the skills they have” and “I feel able to do my best each day to help my clients” vs “I’m just not up to helping my clients anymore.” The scale contains five reverse coded items (2, 4, 6, 8, & 9) and produces an overall total score by averaging the items, with higher scored indicating more positive attitudes related to TIC. The ARTIC-10 has demonstrated good internal consistency reliability as calculated using Cronbach’s alpha ($\alpha = .82$), as well as good test-retest reliability, with a Pearson’s product moment correlation of .82 at ≈ 120 days, .73 at 121 - 150 days, and .65 at 151 – 180 days (Baker et al., 2016). The scale has been validated amongst health care, education, and human services samples. The current sample, involving law enforcement, displayed adequate internal reliability ($\alpha = .72$).

Big 5 Personality Traits

The Ten-Item Personality Inventory (TIPI) is a 10-item measure of the five-factor model personality (Gosling et al., 2003). The measure provides total scores for the following personality dimensions: Agreeableness, Conscientiousness, Emotional Stability (the conceptual opposite of Neuroticism), Openness to Experience, and Extraversion. Gosling notes that while the measure demonstrates low coefficient alphas and poor factor structures in confirmatory factor analysis (CFA), the TIPI was designed with a focus on optimizing validity for measuring such broad dimensions (Gosling, n.d). For the current sample, the TIPI displayed poor to adequate reliability (Extraversion: $\alpha = .81$; Agreeableness: $\alpha = .41$; Conscientiousness: $\alpha = .49$; Emotional Stability: $\alpha = .56$; Openness to Experience: $\alpha = .39$). Despite this, the measure has exhibited adequate levels of convergence across other Big-Five measures in self, observer, and peer reports, test-retest reliability, and patterns of predicted external correlates (Gosling et al., 2003). The instrument includes five reverse coded items: items 2, 4, 6, 8, and 10. Items are rated on a 7-point Likert scale (1 = “*disagree strongly*,” 7 = “*agree strongly*”). Example items include “I see myself as: extraverted, enthusiastic” or “critical, quarrelsome.” Respondents are asked to indicate the extent to which they agree or disagree that a personality trait applies to them.

Emotional Intelligence

The trait emotional intelligence questionnaire-short form (TEI-Que-SF) is a 30-item questionnaire used to examine trait EI (Cooper & Petrides, 2010). The TEI-Que-SF is derived from the from the original TEI-Que (Petrides & Furnham, 2001; Petrides, 2009), but still covers all 15 facets of the global trait EI domain, with the short form version utilizing two items per facet. Items are rated on a 7-point Likert scale (1 = *completely disagree*,

7 = *completely agree*). The instrument does not provide an individual score for each facet; rather, it provides a global trait EI score by calculating the sum of item scores and dividing it by the total number of items. Sample items include “I can deal effectively with people,” I usually find it difficult to regulate my emotions,” and “I’m usually able to influence the way other people feel.” High internal reliability has been reported for male ($\alpha = .89$) and female ($\alpha = .88$) samples (Cooper & Petrides, 2010). The questionnaire has also exhibited good convergent validity, being positively correlated with self-compassion ($r = .55$).

Intellectual Humility

The General Intellectual Humility Scale (GIHS) instrument is a six-item scale designed to assess the extent to which people acknowledge the fallibility of their beliefs (Leary et al., 2017). The scale is measured on a 5-point Likert scale, with 1 = “*not at all like me*” and 5 = “*very much like me*” and yields a composite score with higher scores associated with low dogmatism, epistemic curiosity, tolerance for ambiguity, and trait Openness. Sample items include “I question my own opinions, positions, and viewpoints because they could be wrong” and “I accept that my beliefs and attitudes may be wrong.” The GIHS has demonstrated high internal reliability ($\alpha s = .82 - .89$), as well moderate to high corrected item-total correlations for all items ($r s = .46 - .73$; Bowes et al., 2022; Leary et al., 2017;). For the current sample, the GIHS continued to demonstrate high reliability ($\alpha = .83$).

Recruitment

Research sites were recruited through a series of cold emails sent out to various police agencies in the region. Ultimately, three municipal police agencies in a large urban metroplex in the southwestern united states were further contacted to request their participation as recruitment sites for the study. Additionally, a statewide municipal police organization within

a large southwestern state in the us was also added as a recruitment site due to professional connections held by the researcher, for a total of four recruitment pools. The researcher met with the head of each agency (e.g., chief of police), as well as leadership in the policing organization about the aims of the study. Individuals who were made aware of the study through one of the four organizations and chose to participate were also encouraged to ask other officers to participate if they had not already, and to send the study information to their law enforcement comrades who were not a part of the initial recruiting sites. All data collection and research protocols were approved by the university institutional review board.

Survey Distribution

The survey was constructed using the online survey platform, Qualtrics, and was distributed by personnel with little or no seniority (e.g., personnel officer, lieutenant) in each of the three agencies. This was done to mitigate the potential for coercion given the hierarchical nature of law enforcement. Concerning survey distribution within the statewide organization, the information with the link was sent out to the organization's membership via email. Prospective participants were briefly informed of the goals of the study, the risks, and other relevant information, and were instructed to click a link leading to the Qualtrics survey if they were interested in participating. Upon accessing the link, prospective participants were again informed of the study aims, risks, expected completion time, and other details regarding their participation in the study. They were then prompted to indicate whether they "agree to participate" or "do not agree to participate." People who did not wish to participate were immediately transported to the end of the survey. Those who chose to continue were reminded that their responses were anonymous, their involvement was completely voluntary,

and they were free to exit the survey at any time. The survey took approximately 15-20 minutes to complete, assuming participants read through each measure carefully and did not skip items as they were not required to move forward in the survey. Upon completion of the study, participants were prompted to provide their demographic information and thanked for their involvement in the study. There was no compensation offered in exchange for participation. The survey was open for approximately one month, and both the agencies and the statewide organization sent out two reminder emails: one sent two weeks after the survey first opened, and one sent the week of the survey's closing.

Analytic Plan

To the author's knowledge, there is currently no literature exploring the relationships between trauma-informed attitudes, personality, EI and IH especially in a policing-specific context. Because of this, the study is exploratory in nature. Prior to any hypothesis testing, assumption tests were conducted to ensure the absence of any statistical abnormality within the data. Preliminary analyses such as *t*-tests and analysis of variance (ANOVA) tests, were performed to assess the relationships between all variables of interest including demographics, all independent variables, and the dependent variable. These analyses were used to examine potential group differences (i.e., as a function of sex, age, race) in EI, IH, and TIAs for inclusion as covariates in analytic models. In testing hypotheses 1A-1B, bivariate correlations using Pearson's product moment correlation coefficient were conducted to assess relationships between personality traits, IH, and EI.

To address hypotheses 2A and 2B, bivariate correlations were conducted between personality traits, IH, EI, and TIAs, followed by a forward stepwise regression model to assess each variable's contribution to the variation in trauma-informed attitudes. A forward

stepwise regression, or a forward selection regression, is a type of multiple regression that starts with a null or empty model and adds predictors to the model one at a time until the specified stopping criterion is met (i.e., a *p*-value greater than .05; Pallant, 2020; Smith, 2018). This type of multiple regression is particularly useful when engaged in exploratory research. The independent variables of interest included EI, IH, and personality traits as independent variables, while trauma-informed attitudes acted as the dependent variable. Age, years on the force, TI knowledge, sex, race, were explored as potential covariates. It should be noted that only those variables indicated as being significantly associated with ARTIC scores were included in the following analyses.

Finally, regarding to study aim #3, mediation models using the process macro (v. 4.2; Hayes, 2023) were conducted to explore whether IH and EI facilitate the relationship between FFM personality traits and trauma-informed attitudes. A total of four models were to be constructed based on Baron and Kenny's (1986) guidelines. Regarding Model 1, it was hypothesized that trauma-informed attitudes would be related to Agreeableness, which served as the independent variable, while ARTIC scores would serve as the dependent variable. Since its expected IH and EI will be related to both Agreeableness and trauma-informed attitudes, these two constructs would serve as mediators in the model. A similar trend was expected for models 2-4 with Openness to Experience, Emotional Stability, and Conscientiousness serving as independent variables for each respective model. ARTIC scores would remain as the dependent variable, and EI and IH as the mediators.

Results

Prior to hypothesis testing, assumption tests were performed to determine the state of the data. Tests of normality for scores on the GIHS, TEI-Que-SF, TIPI and ARTIC using the

Kolmogorov-Smirnov statistics demonstrated no violations for measures of IH ($ps \geq .05$), EI ($ps > .20$), or trauma-informed attitudes ($ps > .20$). However, there were violations on the TIPI instrument for only female participants for all personalities ($ps \leq .03$), likely reflecting the previously disclosed psychometric weaknesses of the TIPI instrument as mentioned by Gosling, n.d. Given that the sample size is greater than 30, Central Limit Theorem (Field, 2013) would posit that this violation is not a serious threat to the presented findings.

Group Differences in Emotional Intelligence, Intellectual Humility, Personality, and Trauma-Informed Attitudes

Independent samples *t*-tests were performed regarding the dichotomous variables of sex, race, and trauma-informed knowledge. The trauma-informed knowledge question, while initially designed with three possible categories (yes, no, unsure), was recoded into a dichotomous variable (1 = yes, 2 = no/unsure), because there were an insufficient number of “unsure” responses ($n = 8$) for testing a third category, ultimately limiting statistical power of an analysis of variance. Similarly, the race variable was condensed into a dichotomous white vs. non-white variable. There were no significant differences found on measures of EI, IH, or trauma-informed attitudes ($ps \geq .05$; see Tables 2-4).

In addressing group differences by personality, non-parametric Mann-Whitney *U* tests were conducted to consider the normality violation found with the TIPI. Similarly, there were no group differences for either sex (male vs female; $ps \geq .34$) or race (white vs non-white; $ps \geq .18$) found in any of the personality traits (see Tables 5 and 6).

Table 2*Differences in emotional intelligence, intellectual humility, and ARTIC scores by sex*

	Male		Female		<i>df</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Emotional Intelligence	5.45	.65	5.24	.76	93	1.01	.31	.66
Intellectual Humility	21.89	4.33	23.73	4.00	93	1.33	.19	4.29
ARTIC	4.87	.74	5.30	.82	93	1.77	.08	.75

Table 3*Differences in white vs non-white officers on measures of emotional intelligence, intellectual humility, and trauma-informed attitudes*

	White		Non-white		<i>df</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
Emotional Intelligence	5.47	.64	5.30	.69	96	1.01	.27	.66
Intellectual Humility	21.74	4.32	22.76	4.40	96	1.01	.31	4.34
ARTIC	4.96	.70	4.70	.97	95	1.22	.15	.78

Table 4*Differences in trauma-informed attitudes based on involvement in trauma-informed training*

	Yes		No		<i>df</i>	<i>t</i>	<i>p</i>	Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>				
ARTIC	4.93	.70	4.75	1.00	97	.99	.32	.78

Table 5*Differences in personality traits between males and females*

Personality trait	Male	Female	<i>U</i>	<i>z</i> -value	<i>p</i> -value
	Mean rank	Mean rank			
Conscientiousness	47.27	53.59	400.50	-.73	.47
Agreeableness	48.49	44.23	420.50	-.49	.63
Emotional Stability	48.96	40.64	381.00	-.96	.34
Openness	47.73	50.09	439.00	-.27	.79
Extraversion	48.51	44.14	419.50	-.50	.62

Table 6*Differences in personality traits between white and non-white*

Personality Trait	White	Non-white	<i>U</i>	<i>z</i> -value	<i>p</i> -value
	Mean rank	Mean rank			
Conscientiousness	49.15	50.52	887.00	-.21	.83
Agreeableness	47.71	54.72	782.00	-1.07	.28
Emotional Stability	50.77	45.80	820.00	-.76	.45
Openness	47.29	55.96	751.00	-1.33	.18
Extraversion	48.60	52.14	846.50	-.54	.59

Relationships Between Emotional Intelligence, Intellectual Humility, Personality, & Trauma-Informed Attitudes

Bivariate correlations using Pearson's product moment correlation revealed a positive, significant relationship between EI and all five personality traits ($p \leq .001$; see Table 7 for descriptives and Table 8 for correlations), in that as EI scores increased, scores on all TIPI subscales also increased. For IH only the Agreeableness ($p = .02$) and Openness to

Experience ($p = .03$) traits were found to be associated with IH, with Agreeableness and Openness increasing as IH scores increased. Additionally, trauma-informed attitudes as measured by the ARTIC were positively correlated with both EI and IH ($ps \leq .001$). While initially hypothesized that Agreeableness, Conscientiousness, Emotional Stability and Openness would be related to attitudes toward trauma-informed care, only the Agreeableness ($p = .04$) and Emotional Stability ($p = .04$) traits were positively associated to overall TIAs. Because of this, only Agreeableness and Emotional Stability were included in subsequent mediation models. These findings provide complete support for hypothesis 1a, and partial support for hypothesis 1B, as Emotional Stability and Conscientiousness were not related to IH. Regarding demographics, age nor years as an officer were correlated with IH or any of the personality traits. However, EI was also positively associated with age and years as a police officer, with EI increasing as officers aged and as years as an officer increased.

Table 7*Sample size, means, and standard deviations*

Variable	<i>N</i>	<i>M</i>	<i>SD</i>
1. Trauma-Informed Attitudes	99	4.89	.78
2. Emotional Intelligence	108	5.43	.66
3. Intellectual Humility	101	22.01	4.28
4. Openness	106	4.79	1.18
5. Conscientious	106	5.97	1.00
6. Extraversion	106	4.12	1.72
7. Agreeableness	106	5.00	1.20
8. Emotional Stability	106	5.76	1.02
9. Age	95	43.32	10.26
10. Years	108	17.83	8.64

Table 8*Correlations for all variables of interest*

Variable	1	2	3	4	5	6	7	8	9	10
1.Trauma-Informed Attitudes	-									
2.Emotional Intelligence	.34**	-								
3.Intellectual Humility	.37**	.06	-							
4. Openness	.14	.32**	.22*	-						
5. Conscientious	.14	.45**	.11	.20*	-					
6. Extraversion	.15	.34**	.34**	.44*	.16	-				
7. Agreeableness	.21*	.35**	.24**	.26*	.07	.16	-			
8. Emotional Stability	.21*	.65**	-.05	.04	.28**	.15	.35**	-		
9. Age	.14	.37**	-.17	-.07	.16	.19	.08	.11	-	
10. Years	.09	.36**	-.16	-.07	.16	.07	.10	.17	.81	-

* $p \leq .05$. ** $p \leq .01$ **Factors Contributing to Trauma-Informed Attitudes**

In addressing the second research question, a forward stepwise regression was conducted, with ARTIC scores as the dependent variable and each independent variable

(years, Extraversion, Agreeableness, Conscientiousness, Emotional Stability, Openness, IH, EI, age) individually added to an empty model based on which variables were most highly correlated. Step 1 added EI as a significant contributor to R^2 , $F(1,92) = 19.84$, $p \leq .001$, $R^2 = .18$. Step 2 added IH as a predictor, accounting for an additional 12% of the change in R^2 , $F(1,91) = 16.15$, $p \leq .001$, $R^2 = .30$. All other variables were excluded from the model. The final model accounted for approximately 30% of the variance in ARTIC scores, with both EI and IH serving as positive predictors of ARTIC scores (see Table 9 for inferential statistics).

Table 9

Inferential statistics for forward stepwise regression model predicting ARTIC scores

Variable	Model 1					Model 2				
	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	<i>b</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
Emotional Intelligence	.50	.11	.43	4.53	$\leq .001$.46	.10	.40	4.50	$\leq .001$
Intellectual Humility						.06	.02	.35	4.02	$\leq .001$
R^2					.18					.29
Change in R^2					.18					.12
<i>F</i> change					20.54**					16.16**

* $p \leq .05$. ** $p \leq .01$

Emotional Intelligence and Intellectual Humility as Mediators Between Personality and Trauma-Informed Attitudes

Finally, two parallel mediation models were conducted to further explore the roles of EI and IH in facilitating the relationship between big 5 personality traits and trauma-informed attitudes. Because only the Agreeableness and Emotional Stability traits were correlated to ARTIC scores, only these traits were tested as independent variables. In the first model, both EI and IH served as mediators. However, only EI served as a mediator in the second model because IH was not significantly associated with Emotional Stability. Trauma-informed attitudes, as measured by the ARTIC, served as the dependent variable for both models, with each model following the guidelines of Baron and Kenny (1986).

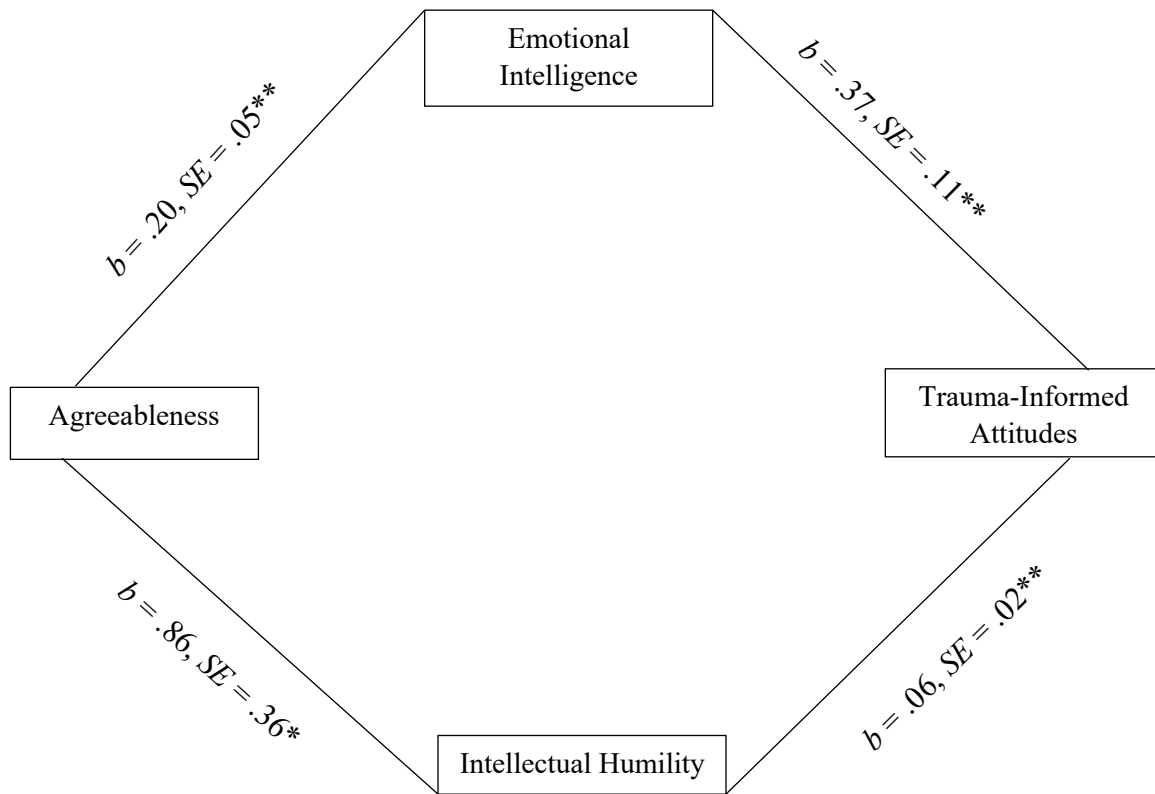
The first model indicated that Agreeableness was positively associated with both EI (a_1 path; $b = .20$, $SE = .05$, $t = 3.80$, $p \leq .001$) and IH (a_2 path; $b = .86$, $SE = .36$, $t = 2.38$, $p = .02$; see Figure 1 for mediation model). When controlling for Agreeableness scores, both EI (b_1 path; $b = .37$, $SE = .11$, $t = 3.22$, $p \leq .01$) and IH (b_2 path; $b = .06$, $SE = .02$, $t = 3.69$, $p \leq .001$), were found to be significantly associated with ARTIC scores, in that as individual scores EI and IH increased, TIA scores also increased. Bootstrapping procedures were performed with a 95% confidence interval (CI) and 5,000 reiterations of the data, revealing the indirect effects of both EI (95% CI: .02, .15) and IH (95% CI: .01, .11) were significant.

The second mediation model demonstrated a similar pattern, with Emotional Stability being positively associated with EI (a path; $b = .42$, $SE = .05$, $t = 8.34$, $p \leq .001$; see Figure 2 for mediation model). When controlling for Emotional Stability, EI (b path; $b = .41$, $SE = .15$, $t = 2.79$, $p \leq .01$) remained as significant predictors of ARTIC scores. Bootstrapping

utilizing a 95% CI and 5,000 reiterations of the data revealed the indirect effects of EI (95% CI: .05, .29) to be significant.

Figure 1

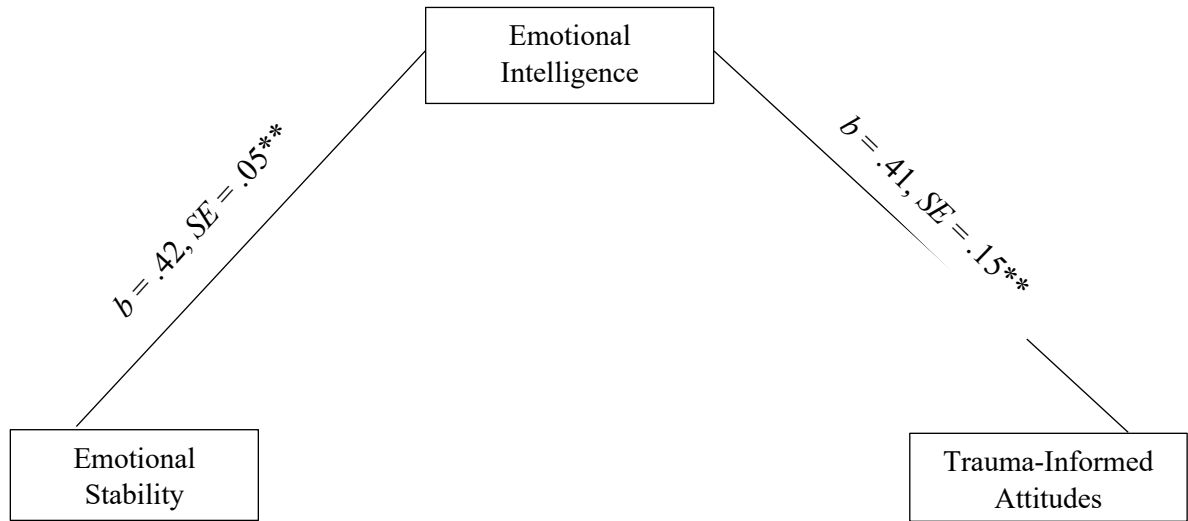
Parallel mediation model of Agreeableness trait and trauma-informed attitudes mediated by emotional intelligence and intellectual humility



* $p \leq .05$. ** $p \leq .01$

Figure 2

Simple mediation model of Emotional Stability trait and trauma-informed attitudes mediated by emotional intelligence



* $p \leq .05$. ** $p \leq .01$

Discussion

The current study provides a novel line of research for understanding what factors are necessary for the cultivation of trauma-informed attitudes in law enforcement. Findings highlight the role of emotional intelligence (EI) and intellectual humility (IH) in fostering trauma-informed attitudes in policing contexts, revealing these two individual characteristics as a greater contributor to trauma-informed attitudes over that of all personality traits, age, trauma-informed knowledge, and sex. This suggests that EI and IH are essential to training and developing officers who are equipped for trauma-informed, community-oriented policing approach.

Consistent with proposed hypotheses, all personality traits were positively related to EI, as seen in previous research (Kumar & Tankha, 2023; Perrazo et al., 2021; Szcześniak et al., 2020). However, only Agreeableness and Openness to Experience were positively related to IH, excluding Conscientiousness and Emotional Stability, as well as Extraversion – which was expected. Most surprising was the finding that Openness to Experience was not related to trauma-informed attitudes. Given that open mindedness itself is considered a necessary facet of trauma-informed attitudes, this outcome is at odds with the current literature (Henshaw, 2022; Ranjbar et al., 2020; SAMHSA, 2012). However, this may be explained by the fact that officers generally score lower on Openness to Experience compared to the general population (Abrahamsen & Strype, 2010; TenEyck, 2023). Agreeableness and Emotional Stability being positively related to TIAs points toward the necessity of “Get Along” traits (Digman, 1997; Hogan, 1983) for trauma-informed practices. In the context of policing, Emotional Stability and Agreeableness are likely key traits necessary for being an

effective public servant and serving those with trauma histories, regardless of whether they are a victim or a perpetrator.

Of particular interest is the fact that both EI and IH were significant predictors of more favorable trauma-informed attitudes amongst police officers, as demonstrated by both bivariate correlational analyses and the stepwise regression model. Considering that roughly 80% of calls to law enforcement involve a need for social services (Carroll, 2023) and 20% involve a mental health or substance use crisis (Abramson, 2021), police departments could benefit from placing an emphasis on EI and IH as it relates to recruitment and hiring practices, academy education, and continued development. Many agencies aim to attract masculine, authoritarian candidates by emphasizing crime fighting and physical aspects of the job over community involvement and engagement (Simpson, 2023). However, these findings suggest that police departments should consider the value of hiring individuals high in EI and IH as these candidates may be better equipped for the aspects of the job that require a trauma-informed approach. Prioritizing these qualities for law enforcement could make way for a more efficient and community-oriented police response to mental health crises, car accidents, welfare checks, and other 911 calls that are not directly crime-related.

Furthermore, EI and IH both emerged as mechanisms for which the relationship between personality—primarily Agreeableness and Emotional Stability—and trauma-informed attitudes, providing some support for the hypothesis that personality holds a key role in an individual's capacity for trauma-informed attitudes through their capability for interpersonal humility and emotional competency. It is worth noting that only EI facilitated the relationship between Emotional Stability (opposite of Neuroticism) and TIAs, likely

reflective of the fact that [general] humility and Neuroticism are viewed as separate traits (Ashton & Lee, 2007; Ashton & Lee, 2008).

Regardless, the interplay between personality, EI, IH, and trauma-informed attitudes holds relevant implications for personnel selection, how academy cadets are trained, and how officers are assigned to specific units (e.g., narcotics, special victims) based on their individual strengths. Considering that calls to police seldom involve violent crime or directly involve law enforcement (Auten, 1981; Dholakia, 2022; Kanu, 2022), it's worth considering that standard police procedures may be outdated and ineffective for many police encounters (Date, 2023). Trainings designed specifically for law enforcement to improve officer response by enhancing EI and IH could prove instrumental in encouraging officers' trauma-informed attitudes and promoting a culture of humility and open-mindedness toward trauma survivors. Given that both EI and IH were significant predictors of TIAs—while all traits held no predictive power—law enforcement agencies should consider emphasizing these traits above personality (as many agencies include personality inventories in their hiring process; Weiss & Inwald, 2018).

An additional - albeit indirect - advantage to identifying individuals high in these key characteristics within the police department to serve as TIC champions is the indirect cost-benefit. By identifying persons that are already working for the agency, money can be saved by avoiding the potentially extensive costs of hiring outside of the department. Officers often subscribe to and “us vs. them” mentality, (Boivin et al., 2020) holding more positive views toward other officers (Rotenberg et al., 2016), but use of trauma-informed strategies may be better received when presented by a fellow officer because of shared identity and experience, rather than someone who does not have law-enforcement experience or is not a part of the

agency. Thus, identifying strong TIC champions and cultivating key characteristics for supporting trauma-informed attitudes is an investment in both the policing agency and in the community served.

Limitations and Future Directions

Despite the value of the presented findings, there are some limitations to the current study design. Because the study utilizes cross-sectional data, statements made about the relationships among the variables of interest can only be interpreted as correlational, rather than causal or predictive. Future research should explore change over time in these relationships by collecting longitudinal data (e.g., following cadets at the beginning and end of police academy training, 6 months after graduating, & a year after graduating). Longitudinal studies could prove beneficial in understanding how academy training and organizational culture fosters TIAs and promotes (or detracts from) IH or EI within the force. Even further, implementation research would benefit from exploring change in TIAs throughout a department's trauma-informed journey to examine possible changes in workplace culture.

Additionally, there is the aforementioned measurement issue with using the TIPI to assess personality dimensions. While use of the instrument is standard among personality researchers who need of a brief measure (Gosling, n.d.) When time is constrained, the instrument presented problems for the data, primarily affecting the normality and linearity assumptions. Future research would benefit from the use of more reliable personality inventories such as the Big Five Inventory-2- short form (BFI-2-SF; Soto & John, 2017a; Soto & Kohn, 2017b). While significantly longer than the TIPI (10 items vs. 30 items), both the BFI-2 (a 60-item version) and the BFI-2-SF have stronger psychometric qualities,

demonstrating excellent convergent reliability with the HEXACO-60 and IPIP-50, good predictive power, reliability and internal validity in English versions as well as other translations (Denissen et al., 2020; Smederevac et al., 2024; Soto & John, 2017b). Even further, the presented findings would be strengthened if the model remained with the use of structural equation modeling (SEM), which is more robust and better suited for the complexity of the model.

Finally, there were several limitations related to the sample itself. The first being the possibility of a social desirability bias. Given the elusive nature of police officers, the method of sampling, and the use of self-report measures it is possible that some respondents may not be completely honest in their responses as they may not wish to place their employer in a negative light, nor do they want to be truthful with researchers who are “outside the badge.” Moreover, the hierarchical and authoritarian structure of police agencies create potential for coercion. Law enforcement officers at each participating research site may have felt as if they had to complete the survey as part of their job expectations. As mentioned, this was somewhat accounted for by stressing the voluntary nature of the study, as well as having other departmental personnel send out the survey as opposed to the police chief (or president as in the case of the statewide policing organization). However, this remains an important limitation to consider when interpreting findings. Additionally, there is the problem of the excluded cases; since those excluded did not report any demographic information, it is impossible to examine differences between that group and the total included sample. Lastly, there is the issue of the homogeneity of the sample. Considering that the sample was primarily male, white, and were all employed as law enforcement officers within the same state, the generalizability of these findings is limited, and care should be taken with

interpretation with regard to non-white, non-male officers or law enforcement agencies from other states – or even countries—that have a much a different political climate and perspective on law enforcement.

Conclusion

The current study demonstrates the importance of individual attributes in the endorsement of trauma-informed attitudes among law enforcement officers, providing some of the first literature pointing toward emotional intelligence and intellectual humility as key predictors for trauma-informed attitudes in the policing scholarship. The discussed outcomes, if considered in the recruitment and training process, have the potential to assist agencies in their trauma-informed care implementation journey, as it can aid in identifying individuals as TIC “champions for change” and developing a trauma-informed policing culture. The necessity of this research is evident as TIC has the potential to serve as an avenue for supporting officer mental health and wellbeing, restoring trust and safety in the community, and reconciling the relationship between the public and the public servants

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VITA

Kayla Rabb was born on August 6th, 2000, in Dallas, Texas. She is the only child of Sheriff Marian Brown and Shaun Rabb. A 2018 graduate of Sunnyvale High School, Sunnyvale, Texas, she graduated *cum laude* from Baylor University, Waco, Texas, with a Bachelor of Arts in psychology in 2021.

After receiving her Master of Science degree in developmental trauma from Texas Christian University, Fort Worth, Texas in 2022, she joined the North Texas Behavioral Health Authority, Dallas, as the strategic outreach coordinator.

In the Fall of 2023, she returned to Texas Christian University as a graduate student in the Doctor of Philosophy in Experimental Psychology program. While pursuing her doctorate, she has served as a graduate research assistant and has managed the Karyn Purvis Institute of Child Development undergraduate lab. She is a member of the American Psychological Association; the Association of Black Psychologists; the Society for Police and Criminal Psychology; and the National Black Child Development Institute.

ABSTRACT

EXPLORING INDIVIDUAL FACTORS CONTRIBUTING TO TRAUMA-INFORMED ATTITUDES IN LAW ENFORCEMENT

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Across the nation, law enforcement has begun to look toward trauma-informed care (TIC) to rebuild and restore trust in response to increasing distrust. A key component of tic implementation is identifying persons fit to serve as “champions for change” - those equipped to lead and mentor others in their organization. Given the nature of these “champions” it’s plausible that certain characteristics promote trauma-informed attitudes (TIAs). A sample of 127 officers were surveyed to examine how the characteristics of personality, intellectual humility (IH), and emotional intelligence (EI) contribute to TIAs. Results revealed only EI and IH to be significant predictors of TIAs, suggesting the constructs have the largest impact on officers’ capacity for TIAs. Moreover, higher EI and IH scores mediated the relationship between the Agreeableness trait and TIAs. Implications of the findings are discussed with regard to recruitment and training.

