



Christina Hammons

Dissertation Defense
College of Education
School of Teaching and Learning
EdD, Literacy

**Response to Intervention: Faith-Based Mindfulness
Literacy Practices Perceived Influence on Teacher
Self-Efficacy**

The purpose of this phenomenological research study was to explore the individual lived experiences of 3 teachers who used faith-based multimodal literacy practices. Additionally, this study aimed to investigate the perceived influence faith-based receptive and expressive literacy practices, such as praying, worshipping with music, reading scripture, journaling, and fellowshiping with other believers, had on teacher self-efficacy.

Event Information

March 31, 2023
10:00 a.m. – 12:00 p.m.
TEC 131

Committee Members

Dr. Lory Haas
Dr. Benita Brooks
Dr. Melinda Miller



Sam Houston State University

PUBLIC DEFENSE ANNOUNCEMENT