

*Improving Educational Outcomes for Students by Integrating Diagnosis
With School Practice*

Objective: *Attendees will leave understanding the importance of and strategies for collaboration between school personnel and clinicians / supporting professionals in order to create a safe learning environment and improved academic outcomes for children who have been exposed to adverse life experiences / trauma.*

- 1) Effect of adverse experiences / trauma on the brain
 - a) “Fight or Flight” vs “Thinking Brain”
 - b) Negative impact on psychological processing
 - i) Storage, coding, retrieval, and application
 - ii) Anxiety, executive dysfunction, long term memory deficits
- 2) The educational experience is holistic
 - a) The Learning Child
 - i) Academic challenges
 - (1) Poor academic performance
 - (2) “Learning disabled” vs. “lazy & unmotivated”
 - ii) Personal experiences
 - (1) May disrupt learning
 - (2) May serve to support instruction
 - b) The Emotional Child
 - i) Behavioral Challenges
 - (1) Misdiagnosis (ADHD/ADD)
 - (2) “Bad Kid”
 - ii) Relational Challenges
 - (1) Adult-student
 - (2) Student-student
- 3) Improving Academic Outcomes and Student Resiliency
 - a) Conversations by supporting professionals
 - i) Reaching out to school staff/teachers
 - (1) Increase understanding and compassion
 - (2) Staff reactions
 - (3) Shift perspectives
 - (4) Making recommendations
 - ii) Confidential conversations and HIPPA
 - (1) ACES scores
 - (2) Acknowledge the impact of adverse life experiences
 - (3) Do not define the child by his/her adverse experiences
 - iii) Ongoing collaboration
 - (1) Supporting professionals (social workers, therapists, other providers, parents/caretakers)
 - (2) Communicating educationally related concerns
 - (3) Making appropriate recommendations

- b) The school environment
 - i) 1/3 of a child's time
 - ii) Creating a safe school
 - iii) Creating a safe classroom
 - (1) Maslow's hierarchy of needs
 - (2) Psychological and physical safety precedes learning
- c) Building resiliency
 - i) Teacher-student and other meaningful adult interactions
 - (1) You've had this student before
 - (2) *In loco parentis*
 - (3) Be approachable
 - (4) Be the "one"
 - ii) Student to student
 - (1) Foster respect
 - (2) Create inclusion
- 4) Application
 - a) Scenarios
 - b) Foreseeing potential pitfalls
 - c) Generation of ideas
 - d) Helpful templates