



# Trauma and Learning: The Impact on Executive Functioning

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# Session Overview:

- Trauma and Traumatic Stress
- Early Development of Executive Functioning and Impact of Trauma
- Executive Functioning, Education, and Supporting Traumatized Youth
- Trauma Informed Practices to Support Student's Executive Functioning Skills

# The 3 E's of Trauma

- Event (or series of Events)
- Experience
- Effect

-The Substance Abuse and Mental Health Services Administration (SAMHSA)

# Toxic Stress

**TOO MUCH, FOR TOO LONG**

# Early Development of Executive Functioning

- Working Memory: Governs our ability to retain and manipulate distinct pieces of information over short periods of time.
- Mental flexibility: Helps us to sustain or shift attention in response to different demands or to apply different rules in different settings.
- Self-control: Enables us to set priorities and resist impulsive actions or responses.

# Foundation for School Readiness & Academic Success

- Working Memory = storing crucial task information, ability to follow instructions, & task completion
- Mental flexibility = Switch between task demands, navigate stimuli, & creativity
- Self-control = Determination, perseverance, & impulse control

# The Impact of Trauma on Executive Functioning Skills

Increased Risk



(arrow pointed up)

Decreased Achievement



(arrow pointed down)

# What Can We Do?

**Relationships**



# Trauma Informed Strategies to Develop Skills

- Working Memory
- Mental flexibility
- Self-control

PLAY

# Special Situations

- Head Injury
- Dissociation



**Thank you!**

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