# 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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