

# Education Outcomes

## **Educational** –Achievement, participation, and aspirations

- School's physical environment conducive to learning
- Primary, secondary, and tertiary school enrollment
- Regular school attendance
- Literacy
- Educational attainment
- Engagement with learning/curriculum
- Engagement with school's social environment
- Grade retention
- Learning outcomes

# Education, Adversity, and the Science of Learning

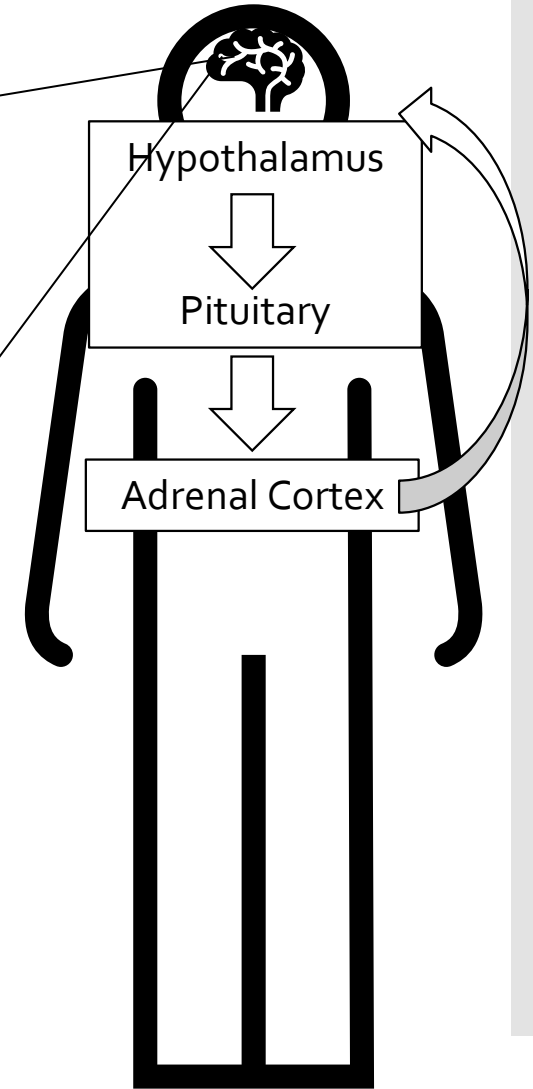
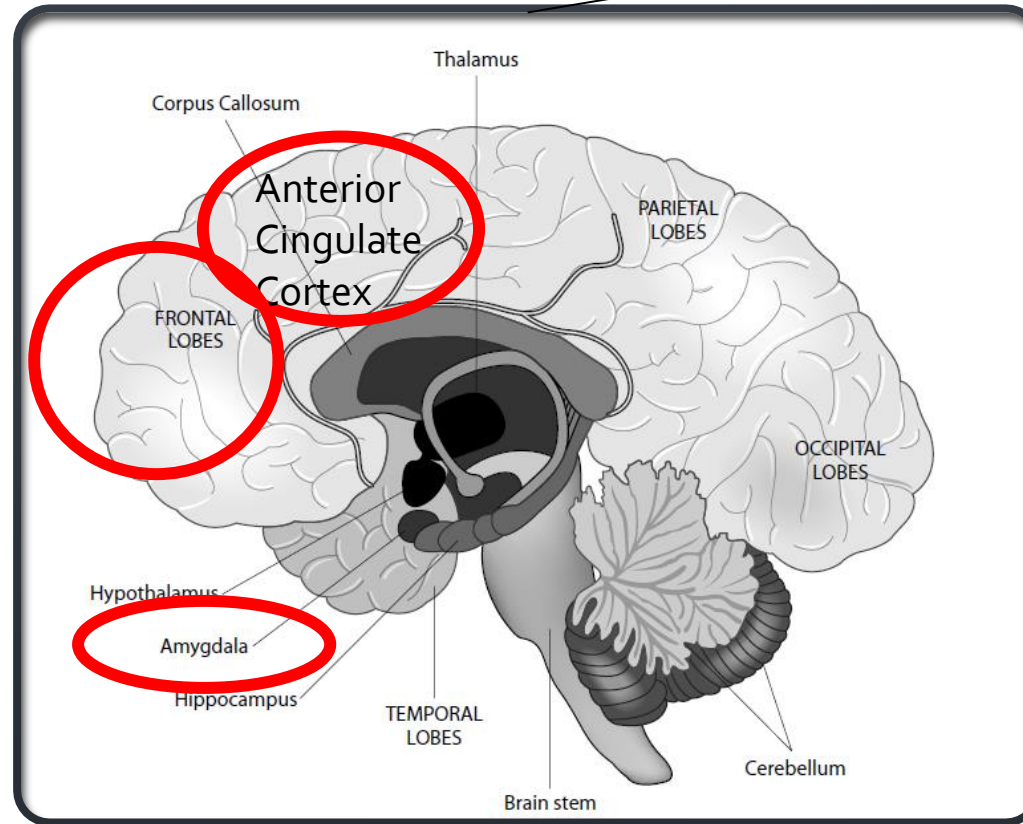
- Adversity and education outcomes:
  - Decreased school attendance
  - Below grade-level standards for math, reading, and writing
  - Decreased academic engagement
  - Increased likelihood of grade repetition
  - Decreased likelihood of graduation
- How do we go beyond learning outcomes and understand learning processes to inform school and classroom prevention and intervention?
- *A Science of Learning* perspective

# Neuroscience, Education, and Adversity's Impact

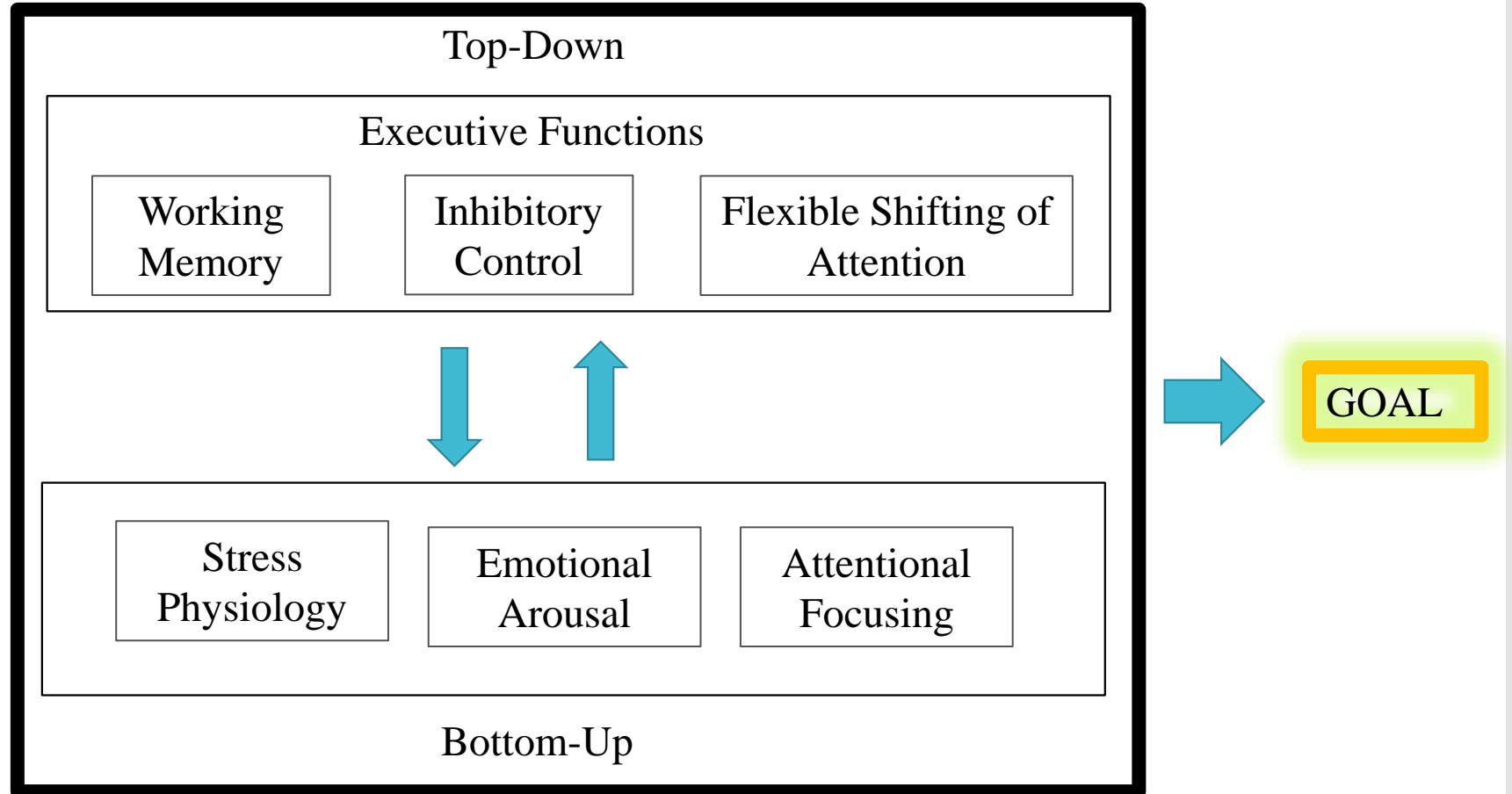
## The Stress Response System:

- 1) Positive Stress
- 2) Tolerable Stress
- 3) Toxic Stress

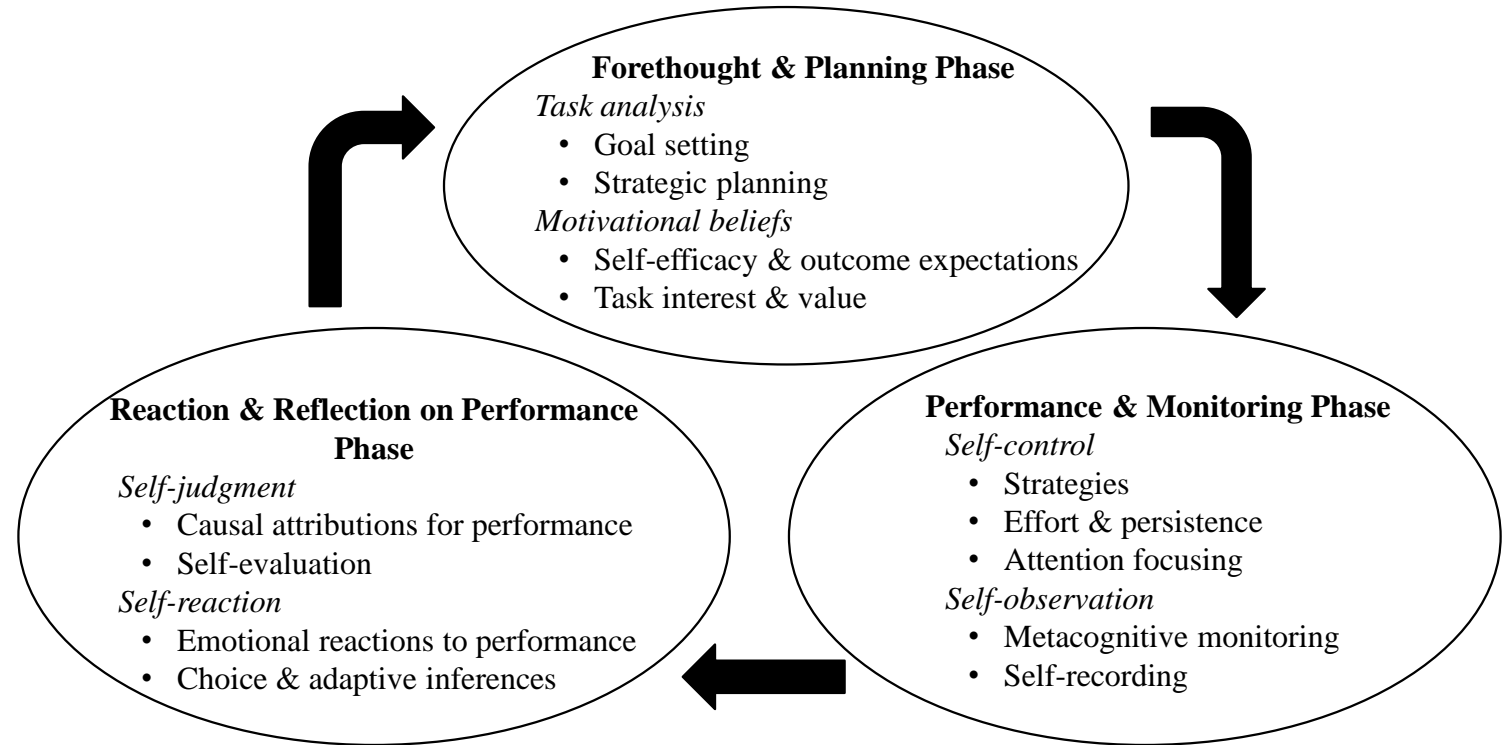
Source: <https://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

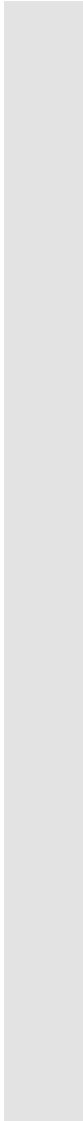



# Self-Regulation (SR)

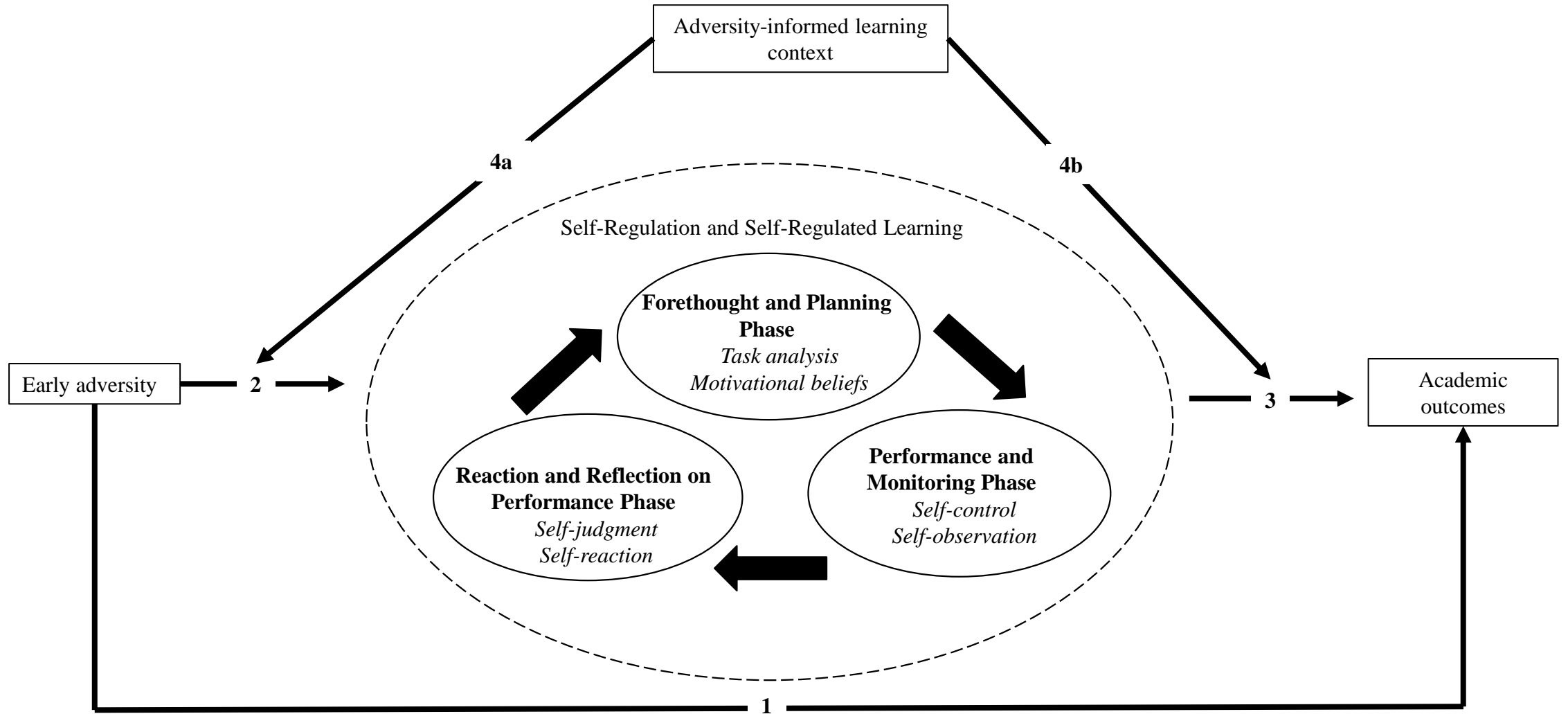


# Self-Regulated Learning (SRL)





# Creating a Trauma-Informed Learning Environment: Self-Regulation and Self-Regulated Learning





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Adversity-informed  
context



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## Early child maltreatment and reading processes, abilities, and achievement: A systematic review<sup>☆</sup>

Amanda M. Ferrara<sup>a,\*</sup>, Casey A. Mullins<sup>a</sup>, Samantha Ellner<sup>a</sup>, Peggy Van Meter<sup>b</sup>

<sup>a</sup> 125 CEDAR Building, The Pennsylvania State University, Department of Educational Psychology, Counseling, and Special Education, University Park, PA 16802, USA

<sup>b</sup> 226 CEDAR Building, The Pennsylvania State University, Department of Educational Psychology, Counseling, and Special Education, University Park, PA 16802, USA



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## The role of adverse childhood experiences (ACEs) in predicting academic problems among college students<sup>☆</sup>

Bria Gresham<sup>\*</sup>, Canan Karatekin

<sup>\*</sup> Institute of Child Development, University of Minnesota, United States of America



Early adversity



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## Exposure to family and domestic violence is associated with lower attendance and higher suspension in school children

Carol Orr<sup>a,\*</sup>, Colleen Fisher<sup>a</sup>, Megan Bell<sup>a</sup>, Melissa O'Donnell<sup>b</sup>, Karen Martin<sup>a</sup>, Rebecca Glauert<sup>c</sup>, David Preen<sup>a</sup>

<sup>a</sup> The School of Population and Global Health, The University of Western Australia, 35 Stirling Highway, Perth, WA 6009, Australia

<sup>b</sup> The Australian Centre for Child Protection, The University of South Australia, GPO Box 2471, Adelaide, SA 5001, Australia

<sup>c</sup> Raine Study, The University of Western Australia, 35 Stirling Highway, Perth, WA 6009, Australia



## The long arm of adversity: Children's kindergarten math skills are associated with maternal childhood adversity<sup>☆</sup>

Andrew Lynn<sup>a,\*</sup>, Kathryn L. Humphreys<sup>a,b</sup>, Gavin R. Price<sup>a,b</sup>

<sup>a</sup> Department of Psychology and Human Development, Peabody College, Vanderbilt University, Nashville, TN, USA

<sup>b</sup> Vanderbilt Brain Institute, Vanderbilt University, Nashville, TN, USA



Self-control  
observation

3

Academic  
outcomes

1





## Adversity effects on nonword repetition skills: A proxy measure of language and reading ability

Claire Selin<sup>a,\*</sup>, Yo Jackson<sup>b</sup>

<sup>a</sup> Department of Human Development & Family Studies, Pennsylvania State University, 201B Henderson, University Park, PA 16802, USA  
<sup>b</sup> Department of Psychology, Pennsylvania State University, 219 Moore, University Park, PA 16802, USA



### Research article

## Methodological inconsistencies confound understanding of language measurement in the child maltreatment population: A systematic review

Charles Alvarado<sup>a,\*</sup>, Claire Selin<sup>b</sup>, Emilee A. Herman<sup>a</sup>, Samantha Ellner<sup>a</sup>, Yo Jackson<sup>c</sup>

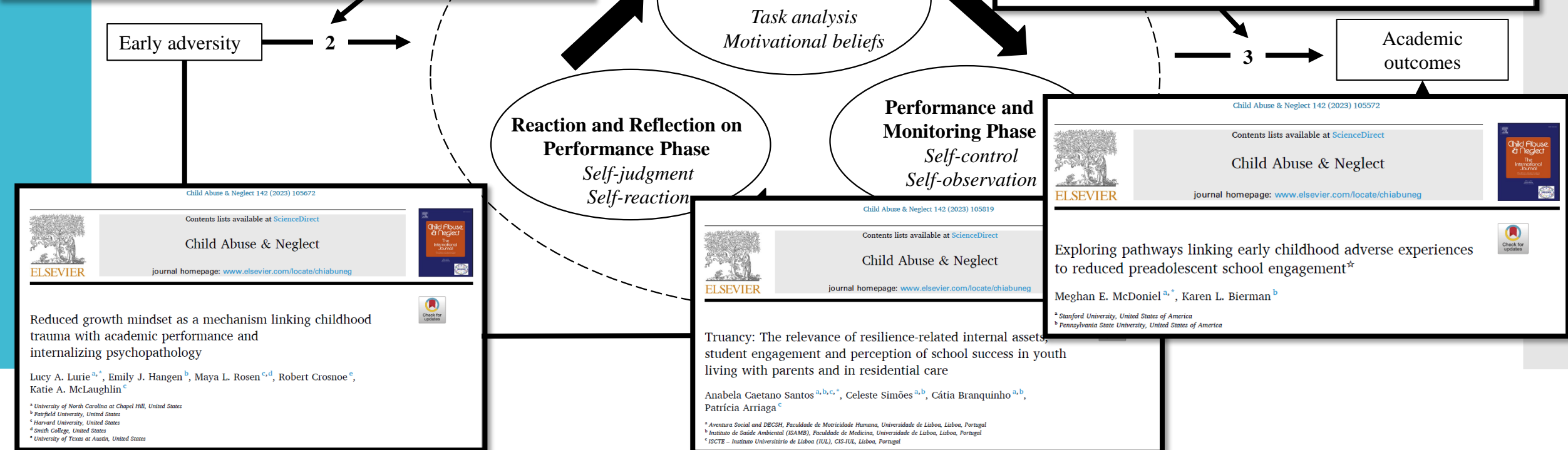
<sup>a</sup> Department of Educational Psychology, Counseling, & Special Education, 125 Cedar, The Pennsylvania State University, University Park, PA, USA  
<sup>b</sup> Department of Human Development & Family Studies, 201B Henderson, The Pennsylvania State University, University Park, PA, USA  
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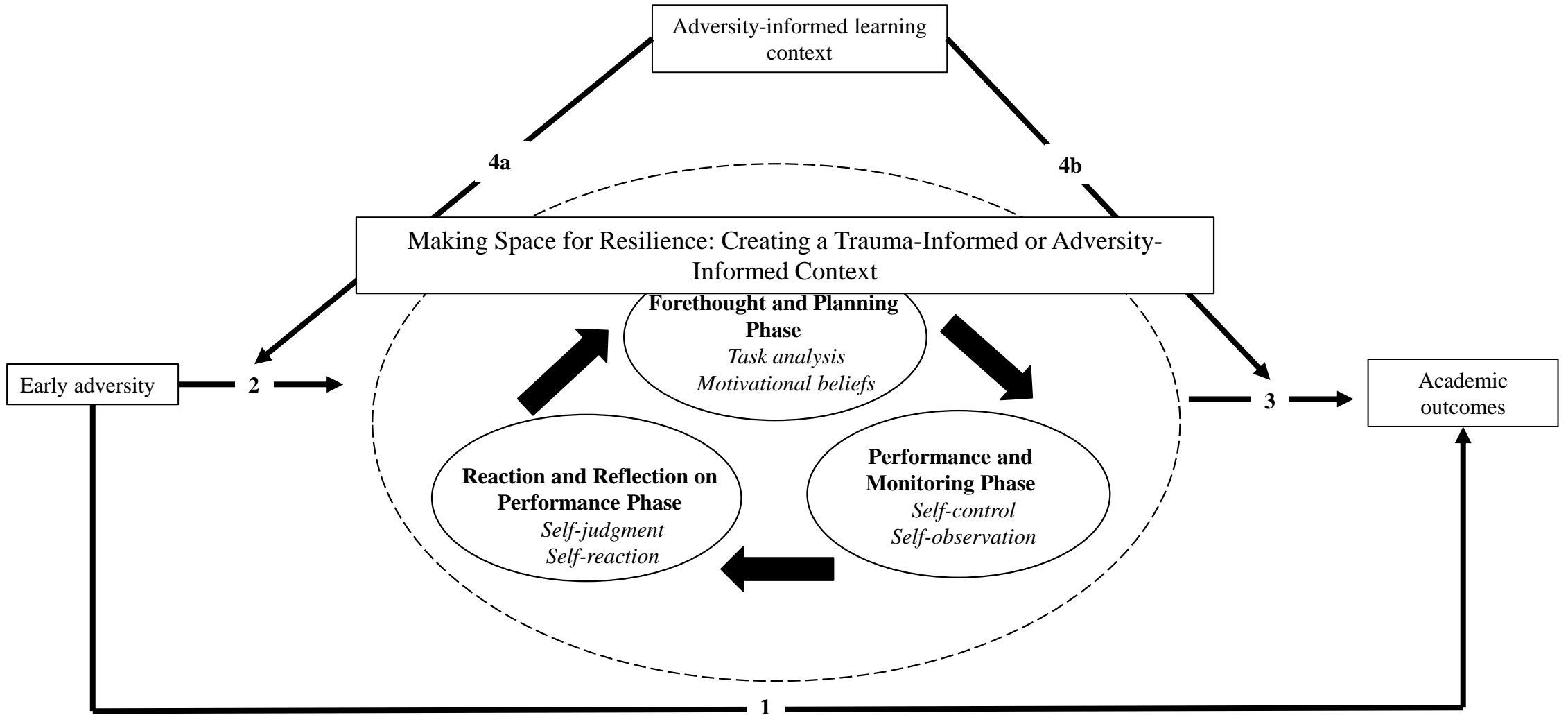


## Childhood adversity and impaired reward processing: A meta-analysis

Lia-Ecaterina Oltean<sup>a,b</sup>, Radu Șoflău<sup>b,d</sup>, Andrei C. Miu<sup>c,\*</sup>, Aurora Szentágotai-Tătar<sup>b,d,\*\*</sup>

<sup>a</sup> Evidence-Based Assessment and Psychological Interventions Doctoral School, Babeș-Bolyai University, Cluj-Napoca, Romania  
<sup>b</sup> The International Institute for the Advanced Studies of Psychotherapy and Applied Mental Health, Babeș-Bolyai University, Cluj-Napoca, Romania  
<sup>c</sup> Cognitive Neuroscience Laboratory, Department of Psychology, Babeș-Bolyai University, Cluj-Napoca, Romania  
<sup>d</sup> Department of Clinical Psychology and Psychotherapy, Babeș-Bolyai University, Cluj-Napoca, Romania





Adversity-informed learning  
context

Ten Essential Elements of Trauma-Informed School Systems (National Child Traumatic Stress Network):

- 1) Identifying and assessing traumatic stress
- 2) Addressing and treating traumatic stress
- 3) Teaching trauma education and awareness
- 4) Having partnerships with students and families
- 5) Creating a trauma-informed learning environment
- 6) Being culturally responsive
- 7) Integrating emergency management and crisis response
- 8) Understanding and addressing staff self-care and secondary traumatic stress
- 9) Evaluating and revising school discipline policies and practices
- 10) Collaborating across systems and establishing community partnerships

Early adversity

Academic  
outcomes

Adversity-informed learning  
context

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What's the matter with ACEs? Recommendations for considering  
early adversity in educational contexts

Alisha B. Compton<sup>a,\*</sup>, Carlomagno C. Panlilio<sup>b</sup>, Kathryn L. Humphreys<sup>a,\*</sup>

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<sup>b</sup> The Pennsylvania State University, United States of America

Early adversity

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Addressing challenges at the intersection of early intervention and  
child welfare<sup>☆</sup>

Kelley F. Munger<sup>a,\*</sup>, Sondra M. Stegenga<sup>b</sup>, Sloan O. Storie<sup>c</sup>,  
Erin Kinavey Wennerstrom<sup>d</sup>

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<sup>b</sup> Department of Special Education, University of Utah, United States of America

<sup>c</sup> Department of Special Education and Child Development, University of North Carolina-Charlotte, United States of America

<sup>d</sup> Department of Special Education and Clinical Sciences, University of Oregon, United States of America

Assessment of adult learning outcomes from a school-based  
training on adverse childhood experiences science and  
trauma-informed care

Shanta R. Dube<sup>a,\*</sup>, Shobhana Rishi<sup>b</sup>, Catherine Corr<sup>c</sup>, Carlomagno C. Panlilio<sup>d</sup>

<sup>a</sup> Department of Public Health, Director, Master of Public Health Program, Levine College of Health Sciences, Wingate University, Wingate, NC, United States of America

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Trauma-Informed Schools

Child Abuse & Neglect



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Effects of formal center-based care and positive parenting  
practices on children in foster care

Kyunghee Lee<sup>\*</sup>

School of Social Work, Michigan State University, United States of America

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Academic  
outcomes

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Using research-practice-policy partnerships to mitigate the effects  
of childhood trauma on educator burnout

Christy Tirrell-Corbin<sup>a</sup>, J. Bart Klika<sup>b,c,\*</sup>, Lisa Schelbe<sup>c</sup>

<sup>a</sup> University of Maryland, College Park, MD, 20742, United States of America

<sup>b</sup> Prevent Child Abuse America, 228 S. Wabash Ave., Floor 10, Chicago, IL 60604, United States of America

<sup>c</sup> Florida State University, 296 Champions Way, University Center, Building C-Suite 2500, Tallahassee, FL 32306-2570, United States of America



# Thank you!

And now we turn to our panel members...

Dr. Catherine Corr  
University of Illinois,  
Champagne-Urbana

Areas of Expertise:

Early Childhood  
Disability  
Trauma/Maltreatment

Dr. Christy Tirrell-Corbin  
University of Maryland, College  
Park

Areas of Expertise:

- Early Childhood Education  
(Preschool through 3<sup>rd</sup> grade)
- Teacher Secondary Traumatic  
Stress
- High Poverty Schools
- School/University  
Partnerships

Dr. Lisa Schelbe  
Florida State University

Areas of Expertise:

- Education of Youth in Foster  
Care
- Youth in Foster Care in  
Postsecondary Education
- Research-Policy-Practice  
Partnerships