

The Impact of Child Abuse Trauma on Emotional Dysregulation and Academic Performance

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- Identifies the risk factors for students who have been exposed to child abuse trauma, specifically emotional dysregulation and poor academic performance in school.
- Explores how schools can foster a positive school environment for students who are suffering from child abuse trauma.
- Applies an integrative theoretical model of Carl Rogers' (1951) person-centered theory and Mary Main's (1986) attachment theory.
- Best practices, utilizing a Response to Intervention (RtI) service delivery model, offer recommendations for the school psychology profession regarding assessments, interventions, and consultation services.