

The Relationship Between Adverse Childhood Experiences and Academic Achievement

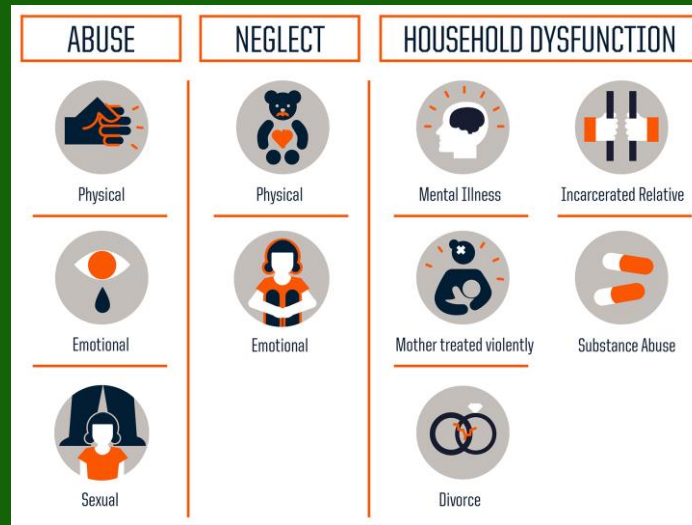
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Adverse Childhood Experiences (ACEs)

- Traumatic acute or sustained events
- Occur regularly with children of all races, economic classes, and geographic regions from 0-18 years of age
- Early experiences of trauma can impact academic learning and school success (Elklit, Michelsen, & Murphy, 2018).
- Nearly two-thirds of youth in America have experienced one ACE and more than one-third have experienced two or more ACEs (Morrow & Villodas, 2017).

Academic Achievement

- More than 1 million students drop out of high school each year (Iachini, Petiwala, & DeHart, 2016).
- School problems that may lead to lower academic achievement
 - Absences from school
 - Frequent school changes
 - Concentration difficulties
 - Higher suspension rates
 - Discipline referrals



ACEs and Academic Achievement

- There is a negative correlation between ACEs and educational attainment (Morrow & Villodas, 2017).
- ACEs are positively correlated with:
 - High school dropout
 - Elevated internalizing problems
 - Elevated externalizing problems
 - Poor reading achievement
 - (Morrow & Villodas, 2017).
- A 3-8-fold increase in concentration problems is recorded in students who experience ACEs vs. their non-abused counterparts (Elklit, Michelsen, & Murphy, 2018).

ACEs, Academic Achievement, & Other Topics

- ACEs have been associated with:
 - Risky adult behavior
 - Economic hardships in adulthood
 - Negative physical and mental health outcomes in adulthood
- Suicidal ideation can be related to childhood sexual abuse, childhood physical abuse, and a child witnessing parental domestic violence, all of which are considered ACEs (Kiesel, Piescher, & Edelson, 2016).

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