

Whose child is this?
**A Look at How School and Mental Health Professionals can Work Together to Meet the
Unique Needs of Traumatized Children.**

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It is no longer acceptable for school leaders to assume their job begins and ends with the intellectual development of their students. They must now consider the child in their context, meaning they must look at the “whole child”. Some children come to school prepared and excited to learn. These children have been given, in most instances, the physical, emotional, economical, spiritual and cognitive foundations needed to succeed. Unfortunately, not all children have such strong foundations. What are the schools’ responses to the unique needs of these children? How do schools take responsibility for the adequate education of these children? Traumatized children typically manifest behavioral responses by either behaving in an oppositional (e.g. acting out/being defiant) or hyperactive (e.g. not being able to sit quietly) manner. Either response makes it difficult for school personnel to understand how to intervene and help. Not all children who experience domestic trauma will display trauma reactive behaviors, but it is also important for school leaders to recognize and understand that such exhibitions are NORMAL REACTIONS TO ABNORMAL EVENTS.

This workshop will begin the needed dialogue between the mental health arena and the schools. What collaboration is happening? What barriers exist in the collaboration efforts of both entities? Please bring your ideas and experiences so we can create a learning community to help this unique population.