

TeachME Professional Development

Psychological and Social Issues Facing School-Aged Youth

1. How does trauma impact brain development in children?

- A. It does not impact brain development in children
 - B. It can cause the prefrontal cortex, responsible for executive functioning, to grow prematurely
 - C. It can disrupt growth in brain areas responsible for executive functioning, emotional regulation, and memory processing
 - D. It only temporarily disrupts growth in brain areas responsible for emotional regulation
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2. What is one way teachers can support students with behavioral issues?

- A. Encouraging competition among students
 - B. Offering empathy and understanding
 - C. Providing less structure and routine
 - D. Ignoring negative behaviors to avoid giving attention to them.
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3. What is the purpose of establishing clear boundaries in the classroom?

- A. To increase disruptive behavior and conflicts.
 - B. To prevent misunderstandings and conflicts.
 - C. To discourage self-regulation and decision-making skills.
 - D. To promote a sense of safety and predictability.
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4. What is one of the primary impacts of psychosocial issues on school-age youth?

- A. A decrease in academic performance
 - B. An increase in academic performance
 - C. No impact on academic performance
 - D. Only a temporary impact on academic performance
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5. Why is open communication important for creating a safe environment for students with psychosocial issues?

- A. It leads to increased feelings of stress and anxiety.
 - B. It promotes negative social-emotional development.
 - C. It helps students feel heard, understood, and supported.
 - D. It fosters a sense of competition and rivalry among students.
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6. Which of the following is NOT a strategy that schools can use to help children experiencing psychosocial challenges?

- A. Implementing school-wide positive behavior interventions and supports (PBIS)
 - B. Providing individual counseling services for students
 - C. Offering extracurricular activities that foster social connections
 - D. Reducing academic rigor and expectations
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7. What are some of the most common psychosocial issues experienced by school-age youth?

- A. Diabetes, heart disease, cancer, and stroke.
 - B. Anxiety, depression, trauma, behavioral issues, and bullying
 - C. Asthma, allergies, eczema, and psoriasis.
 - D. Poverty, truancy, oppositional defiance, and gang activity
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8. How can educators encourage open communication in the classroom?

- A. By providing opportunities for discussion and using active listening skills.
 - B. By using negative language and criticizing students.
 - C. By discouraging peer-to-peer communication and collaboration.
 - D. By ignoring students' experiences and feelings.
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9. What are some impacts of anxiety and depression on social functioning?

- A. Increased social activity and enhanced communication skills
 - B. No impact on social functioning
 - C. Improved relationships with teachers, peers, and family members
 - D. Social withdrawal, difficulty initiating conversations, and impaired ability to engage in social activities
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10. Why is providing opportunities for social support an important strategy to use with students with psychosocial issues?

- A. It promotes negative social-emotional development.
 - B. It leads to increased feelings of stress and anxiety.
 - C. It enhances a student's sense of belonging and reduces stress.
 - D. It fosters a sense of competition and rivalry among students.
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11. What is the Platinum Rule?

- A. Treating others the way you want to be treated.
 - B. Treating others the way they want to be treated.
 - C. Treating others better than they treat you.
 - D. Treating others worse than they treat you.
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12. Which of the following is an impact of trauma and psychosocial issues on development, behavior, and learning?

- A. Increased attention and focus
 - B. Enhanced memory and cognitive abilities
 - C. Improved social skills
 - D. Reduced academic achievement
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13. Why is collaborating with other professionals important for educators who are supporting students with psychosocial issues?

- A. It makes the educators' job easier
 - B. It ensures miscommunication
 - C. It ensures that students receive the support they need
 - D. It allows educators to avoid communication with students
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14. Summarize social and emotional learning (SEL)?

- A. A process that focuses only on academic learning
 - B. A process that is not important for students with psychosocial issues
 - C. A process that helps students develop the skills and attitudes necessary to manage their emotions, build positive relationships, and make responsible decisions
 - D. A process that is only important for students who are struggling academically
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15. How can using clear and concise language be helpful for students with psychosocial issues?

- A. It can confuse students even more
 - B. It can help students understand expectations and reduce confusion or frustration
 - C. It can be overwhelming for students
 - D. It can create a language barrier for ELL students
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16. Which of the following communication strategies is important for making students feel heard and respected?

- A. Using non-judgmental language
 - B. Using stigmatizing language
 - C. Making assumptions about students' experiences
 - D. Avoiding self-expression
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17. Summarize differentiated instruction:

- A. A teaching strategy that involves adapting instruction to meet the diverse learning needs of students
- B. A teaching strategy that involves giving all students the same instruction

- C. A teaching strategy that only benefits students with psychosocial issues
 - D. A teaching strategy that involves only visual aids
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18. What are some difficulties that students with psychosocial issues may experience?

- A. Difficulty with coordination and balance
 - B. Difficulty with reading and writing
 - C. Difficulty concentrating, memory, and motivation
 - D. Difficulty with mathematical concepts
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19. Identify a potential consequence of unaddressed trauma in students?

- A. Improved academic performance
 - B. Better relationships with peers
 - C. Increased engagement in classroom activities
 - D. Difficulty with emotional regulation and behavior management
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20. Which of the following best summarizes collaborative problem-solving?

- A. The process of solving problems by oneself
 - B. The process of ignoring challenges and hoping they will go away
 - C. The process of giving up on a problem and moving on to the next one
 - D. The process of working together to identify solutions and develop a plan of action
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