

# How Student Performance is Impacted by Outside Factors

Dr. Raven Dunlap, LPC-S, NCC  
Bianca Jones, PLPC  
My'Kayla Joseph, PLPC

# About The Presenters



Dr. Raven Dunlap is a Louisiana licensed professional counselor and national board-certified counselor. She attended Southeastern Louisiana University and earned an undergraduate degree in Mass Communications then went on to study Clinical Mental Health Counseling at Southern University and A&M College. She also earned her doctorate in Counseling Education and Supervision from the University of Holy Cross in New Orleans. She is also a published author. She has been working in the mental health field for 8 years and currently serves as the owner of Unbreakable Counseling and Consulting.



My'Kayla Joseph is a proud graduate of Nicholls State University Counseling Education program. She is a Provisionally Licensed Professional Counselor and a School Counselor that strives to help young children and adolescents build confidence and manage big emotions. She specializes in working with young children (6+) with behavioral or emotional difficulties, and adolescents who struggle with trauma related issues such as anxiety, depression, low self-esteem, and stress.



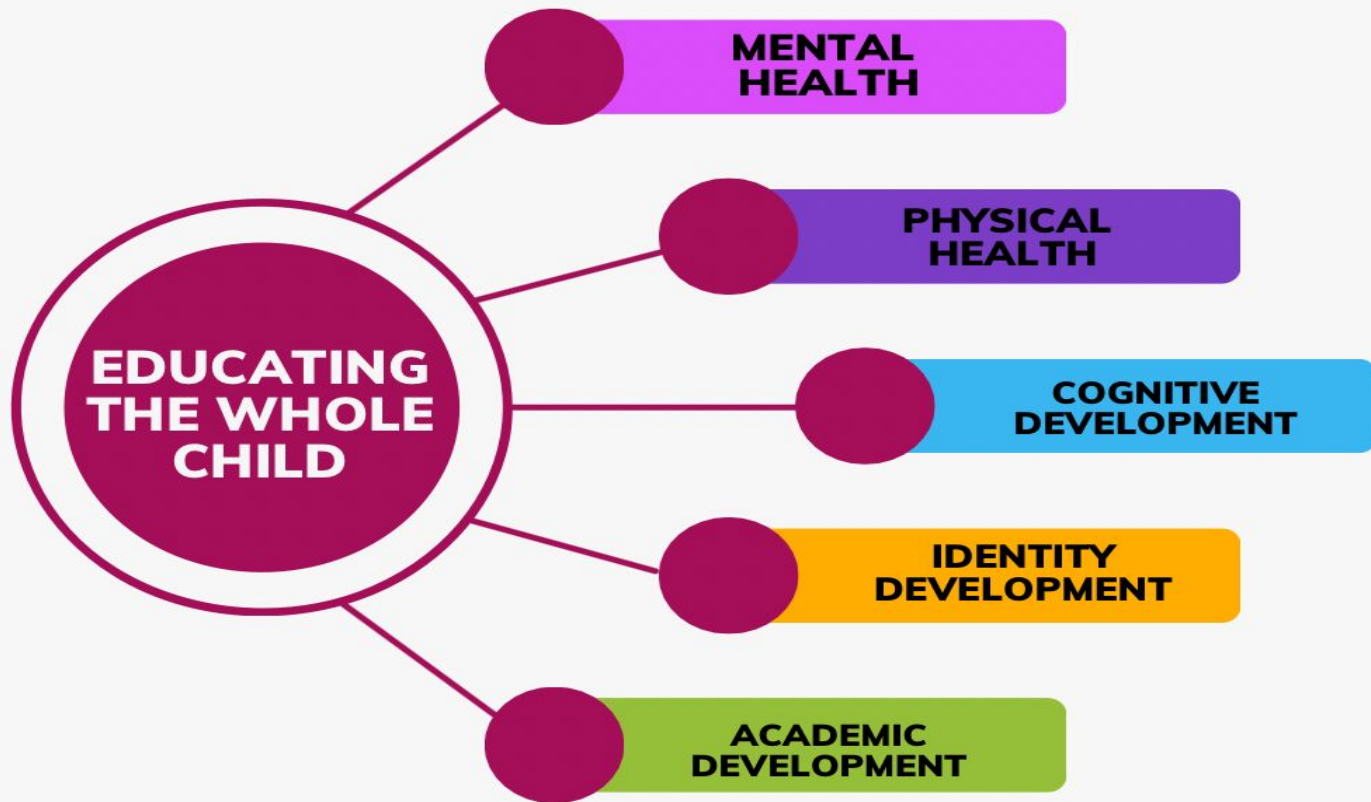
Bianca Jones is a provisionally licensed professional counselor based in Baton Rouge, LA. A proud graduate of Scotlandville Magnet High School, she earned her bachelor's degree in Rehabilitation Services and master's degree in Clinical Rehabilitation Counseling from Southern University and A&M College. With three years of experience as a school counselor, Bianca has developed a deep commitment to providing support to students from diverse backgrounds. After recently returning to Baton Rouge from Houston, Texas, she continues to build on her expertise in both individual and group counseling services.

# Objectives

1. Recognize the Importance of Meeting Basic Needs for Academic Success
2. Explore the Relationship Between Basic Needs and Well-Being
3. Identify Strategies to Address Basic Needs in the Classroom and at Home
4. Analyze the Long-Term Impact of Meeting Basic Needs on Academic Achievement

# Agenda

- Educating the whole child
- Hierarchy of Needs
- Needs & Academic Success
- Scenario Discussions
- Recognizing Signs
- Strategies & Impact



# Understanding the Whole Child

- What is the Whole Child Approach?
  - Recognizing that children are not just students; they are individuals with external, internal, social, and cognitive needs.
  - The idea that academic success relies on addressing all these needs, not just the intellectual aspect.
- Importance of Holistic Education:
  - Well-rounded children who feel supported are more likely to excel academically.

## Foods and drinks high in fat, sugar and salt



NOT every day



Most people consume snacks high in fat, sugar and salt and sugar sweetened drinks up to 6 times a day (Healthy Ireland Survey 2016). There are no recommended servings for Top Shelf foods and drinks because they are not needed for good health.

## Fats, spreads and oils



In very small amounts

**Use as little as possible.** Choose mono or polyunsaturated reduced-fat or light spreads. Choose rapeseed, olive, canola, sunflower or corn oils. Limit mayonnaise, coleslaw and salad dressings as they also contain oil. Always cook with as little fat or oil as possible – grilling, oven-baking, steaming, boiling or stir-frying.

## Meat, poultry, fish, eggs, beans and nuts



2 Servings a day

Choose lean meat, poultry (without skin) and fish. Eat oily fish up to twice a week. Choose eggs, beans and nuts. Limit processed salty meats such as sausages, bacon and ham.

## Milk, yogurt and cheese



3 Servings a day

5 for children age 9-12 and teenagers age 13-18

Choose reduced-fat or low-fat varieties. Choose low-fat milk and yogurt more often than cheese. Enjoy cheese in small amounts. Women who are pregnant or breastfeeding need 3 servings a day.

## Wholemeal cereals and breads, potatoes, pasta and rice



3-5\* Servings a day

Up to 7\* for teenage boys and men age 19-50

Wholemeal and wholegrain cereals are best. Enjoy at each meal. The number of servings depends on age, size, if you are a man or a woman and on activity levels. Watch your serving size and use the Daily Servings Guide below.\*

## Vegetables, salad and fruit

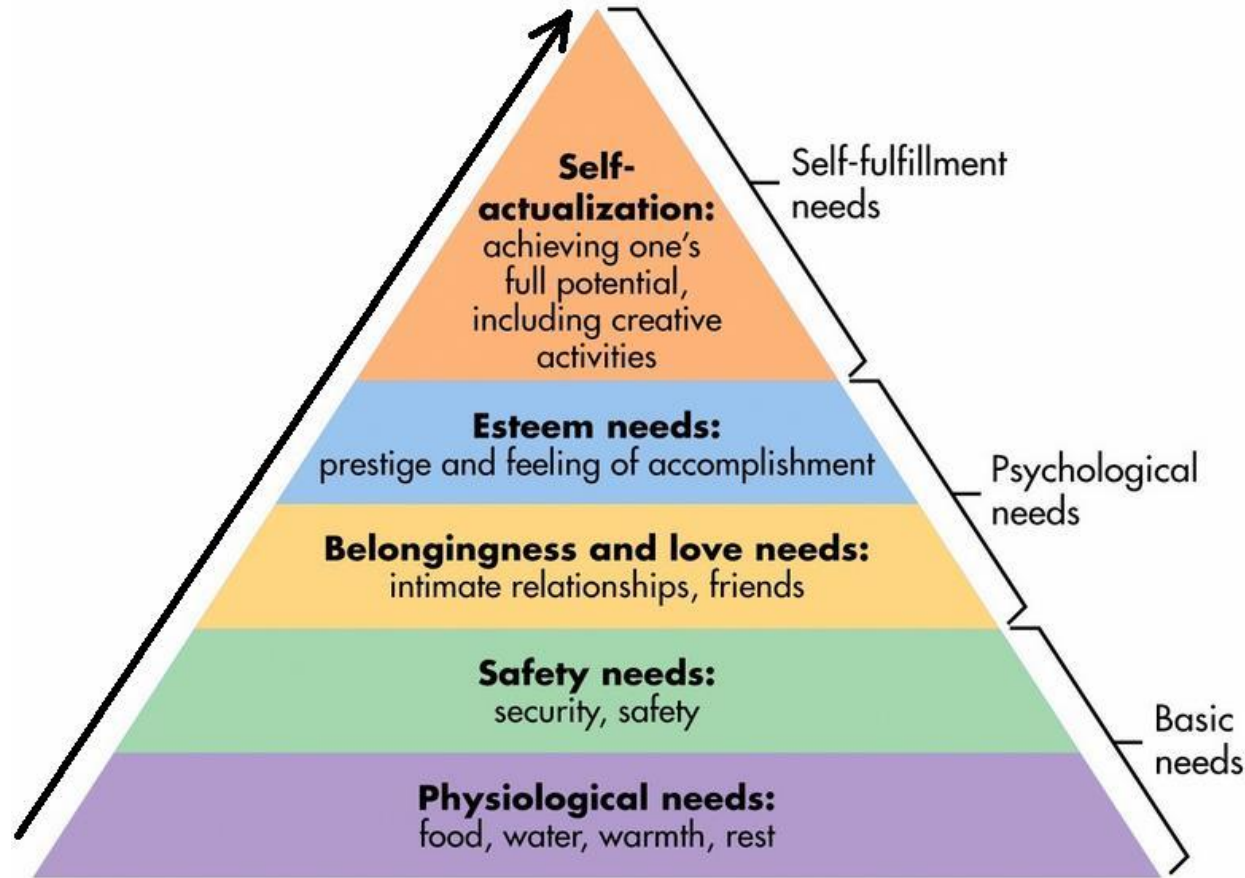


5-7 Servings a day

Base your meals on these and enjoy a variety of colours. More is better. Limit fruit juice to unsweetened, once a day.



# Maslow's Hierarchy of Needs





# Basic is Best

## **Physical Needs:**

- Food (nutrition is vital for brain function and energy)
- Sleep (children need adequate rest to focus and retain information)
- Shelter and safety (children need a stable environment to feel secure)

## **Internal Needs:**

- Create a sense of belonging
- Security (feeling supported by family and school)

## **Psychological Needs:**

- Positive self-esteem (a child must feel valued and capable)
- Guidance and support

# Basic Needs and Academic Success

## **How Unmet Needs Affect Academic Performance:**

- Children who experience food insecurity, lack of sleep, or distress may struggle to focus, stay motivated, or succeed in school.
- Internal challenges can significantly impact cognitive functions like memory, attention, and problem-solving.

# In The Research

Hinton and St. Andrew's Episcopal School collected data on students' happiness and motivation and students' grade point averages and explored the relationships among happiness, motivation, and academic achievement."

- Happiness is positively associated with intrinsic motivation (a personal drive to learn) for all students, and also with extrinsic motivation (outside sources like rewards, praise, or avoiding punishment) for students in grades K–3.
- Happiness is also positively associated with GPA for students in grades 4–12.
- Happiness is predicted by students' satisfaction with school culture and relationships with teachers and peers.

# The Research

Students who are better able to understand and manage their changing thoughts and moods effectively, experience higher achievement at school compared to their less skilled peers. This can be measured by grades and standardized test scores, according to research published by the American Psychological Association.



# Student A-Scenario

Student A is a grade 10 student at Western Valley High School. She is the middle child of three, with an older brother in the military and a 12-year-old sister with multiple disabilities. Her dad is a mechanic and, although his work is in a high-demand field, he is currently unemployed due to a substance abuse problem. Student A's mom works at home as a part-time medical transcriptionist, and her primary responsibility involves caring for her 12-year-old daughter who is disabled. Student A has a weekend job at the local hardware store and enjoys spending time outside with a couple of cats that live in the area. When her brother comes home, she talks with him about his work in the military. He works in communications, and his job sounds important and interesting.

# Student A- ACTIVITY

- **STRENGTHS**
- **CHALLENGES**
- **RECOMMENDATIONS**

## Student B- Scenario

Student B is in the fall semester of his senior year at Southwest High School. He is the oldest of two children, with a sister in grade 9. He lives with his dad most of the time but finds himself on the sofa at a friend's house multiple times a week. It just hasn't been the same at home since his mom left two years ago. Student B is somewhat disconnected from his younger sister. Although he cares for her, they have little in common. His dad tries to be a good father, but meeting customer needs at his small engine repair shop leaves little time for family.



# Student B- ACTIVITY

- **STRENGTHS**
- **CHALLENGES**
- **RECOMMENDATIONS**

# Classroom & Home Strategies

Create a supportive learning environment	Provide resources for families
Support strategies	Educate and empower parents
Utilize community resources	Encourage routines and provide tools to parents

## In the Research

“Although we know that high intelligence and a conscientious personality are the most important psychological traits necessary for academic success, our research highlights a third factor, emotional intelligence, that may also help students succeed,” said Carolyn MacCann, PhD, of the University of Sydney

“It’s not enough to be smart and hardworking. Students must also be able to understand and manage their emotions to succeed at school.”

# Recognizing the signs

## **Signs of Internal or External Struggles in Children:**

- Difficulty focusing or concentrating
- Withdrawal from classroom activities
- Behavioral outbursts or mood swings
- Poor academic performance despite effort
- Complaints of physical discomfort or sickness

## **Why Early Identification Matters:**

- The sooner these needs are addressed, the sooner academic performance and overall well-being can improve.

# Long Term Impact

- Improved academic achievement
- Increased Engagement and Motivation
- Breaking generational cycles of hardships
- Reduce Dropout Rates

# Questions & Contact



**DR. RAVEN DUNLAP**

Licensed Professional Counselor Supervisor

 225-308-9777

 [Unbreakablecounseling@gmail.com](mailto:Unbreakablecounseling@gmail.com)



# References & Resources

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