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Effect of a Mindfulness-Based Intervention and EMDR-Inspired Techniques on Cognitive Functions, Emotional Regulation, and Academic Performance in Primary School Students with Childhood Trauma

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Abstract

Childhood trauma can negatively affect cognitive, emotional, and academic development, leading to difficulties in sustained attention, working memory, emotional regulation, and school performance. This study aims to evaluate the effect of an intervention based on mindfulness and EMDR-inspired techniques on these variables in primary school students with a history of childhood trauma. A mixed-method approach will be used, combining direct observation, quantitative and qualitative measures, and questionnaires addressed to educational and family contexts. Expected results include improvements in emotional regulation, cognitive functioning, and academic performance after the intervention. This study highlights the importance of interdisciplinary approaches involving education and neuropsychology to identify students' needs and provide evidence-based strategies within school settings. The findings may contribute to the development of supportive interventions that promote emotional wellbeing and learning in children affected by adverse experiences.

Keywords: Childhood trauma, Mindfulness, EMDR-inspired techniques, Executive functions, Emotional regulation, Primary education