



DEPARTMENT:

Early Childhood Special Education

FACULTY SPONSOR:

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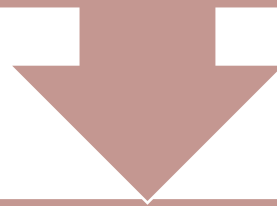
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PROJECT TITLE:

Children and Trauma

Statistics of Children Who Experience Trauma

A report from the National Survey on Children's Health found that nearly 47 percent of all children in the U.S experience at least **one** traumatic experience, such as abuse or neglect, the death of a parent, or witnessing community violence in school or in the neighborhood.



Nearly 24 percent of all children have experienced **two** or more traumatic events.

Signs of Trauma in Children

- Heightened sense of threat and worry about safety
- Changes in behavior
- Regressive behaviors
- Changes in eating
- Increased distress
- Difficulty building relationships
- Trouble regulating emotions

Domain of Development Effects

Cognitive

- Difficulty paying attention
- Lack of sustained curiosity
- Problems processing information
- Problems focusing on/completing tasks
- Difficulty planning and anticipate consequences
- Problems with language development

Attachment

- Difficulty trusting others
- Interpersonal difficulty
- Social isolation
- Difficulty seeking help
- Clingy
- Separation anxiety

Long Term Effects of Trauma

- The Adverse Childhood Experiences (ACE) Study found that adults who experienced trauma as children had more presence of diseases including ischemic heart disease, cancer, chronic lung disease, skeletal fractures, and liver disease.



Research-Based Best Teaching Practices-Strategies

- Create classroom routines that are consistent.
- Inform students when something out of the ordinary will occur.
- Offer extra support during transitions or difficult times.
- Use different techniques that support self-regulation.
- Create healthy and consistent interactions with families, this will influence the students brain development and their ability to engage successfully in the classroom.
- Most importantly, children need loving and nurturing educators who will support them in their most troubling moments.

"Students who are *loved at home* come to school to learn, and students who aren't, come to *school to be loved.*"

- Nicholas A. Ferroni

References

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- Statman-Weil, K. (2015). Creating trauma-sensitive classrooms. *Young Children, 70*(2), 72-79.
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