

Brookhaven College  
Cooperative Education  
Seminar Summary

Student Name:	Date Completed:	Hours:
Peyton Whitley	9/14/2018	1 hour
Course:		
CDEC 2380		
Training Type:	Meeting      Workshop	Other: ARTICLE

Name of Speaker, author, etc: Katie Statman-Weil

Purpose or Subject: Creating Trauma-Sensitive Classrooms

This article starts off with two examples, showing us into the lives of two young children who have been throughout traumatic experiences in the past. Statistics show “roughly 26 percent of children in the United States witness or experience a trauma before the age of 4”. (Briggs-Gowan et al. 2010.) The article goes on to show us how the setting the child is placed in can have a huge impact upon their internal outcome and development. The different parts of development that can be affected are listed and explained. We see the impact of trauma on Attachment and how that then influences the development of the brain. The amygdala and hippocampus are explained to us and showed to us how they differ varying on a normal child or a child with a traumatic experience in there past. Most importantly from this article, you learn the tips and tricks of what to do or how to approach a situation in the classroom with children of such backgrounds or with learning disruptions.

This is rather important and significant to all and any Child Care profession as those statistics are quite high and these children can be in any one of our classrooms. Specifically, in this article they point out the frustration and misunderstandings that teachers can face when coming in contact with a child who is lashing out perhaps due to a traumatic past. It is good to keep in mind, instead of just jumping to a conclusion, you need to evaluate and assess the situation and the student or the family/home situation before adding to the possible stress level. All of the tips listed towards the end of the article as well are great means and ways to support and promote positive development in a classroom no matter the circumstances.