

Abstract Submitted  
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**Childhood Trauma and Coping through the Science of Physics:  
An Attachment Perspective** VIVIANA LUCABECHE, Kutztown University of  
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University of Pennsylvania — Trauma can be defined as stressful life events that  
disrupt and/or delay successful transition during childhood developmental stages  
(Roberts, 2000). In this exploratory study, transitional stressors are defined as:  
childhood physical, sexual, or emotional abuse; loss of a caregiver or significant rela-  
tive due to death or abandonment; exposure to physical violence by non-family mem-  
bers (e.g., bullying); or illness resulting in permanent physical disability. Trauma  
may produce disorganized attachments in childhood, which may lead to emotional  
and to social impairment in adulthood (Siegel, 1999). Consequently, traumatized  
individuals, who suffer from disorganized attachments, may seek to engage in activ-  
ities which are emotionally predictable. An examination of the personal childhood  
histories from a sample of Nobel Prize winners in the field of physics provides sup-  
port for the hypothesis that the study of physics may serve as an effective coping  
method for individuals who have experienced childhood trauma.

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