

Childhood Trauma: The Invisible Participant in Speech-Language Therapy Sessions

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Book Resources

Easiest to Read/Introduction to Childhood Trauma

- *The Boy Who Was Raised as a Dog* by Dr. Bruce Perry
- *What Happened to You?* by Dr. Bruce Perry and Oprah Winfrey

Medical/Biology Heavy

- *The Body Keeps the Score* by Bessel van der Kolk M.D.
- *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* by Nadine Burke Harris

School Placements

- *Trauma-sensitive schools: Learning communities transforming children's lives, grades K–5.* by Susan Craig

Self Care/Self Growth

- *Burnout: The Secret to Unlocking the Stress Cycle* by Amelia Nagoski and Emily Nagoski
- *Atomic Habits* by James Clear

Autism vs PTSD/Complex PTSD/Trauma: Blog Posts and Research Article

[*Post-traumatic stress disorder may mimic autism in some children*](#)

[*Is It Trauma or Autism? Or Both?*](#)

[*Autism and PTSD: Similarities and Differences*](#)

[*Differential Diagnosis of Autism Spectrum Disorder and Post Traumatic Stress Disorder: Two Clinical Cases*](#)

Videos

NM Network Stress & Trauma Series 2020 (Dr. Bruce Perry):

https://www.youtube.com/watch?v=orwIn02h6V4&list=PLyhWK71WKiZKVixTQ3fFI-exZK29v_4iF

SevenSlideSeries (Dr. Bruce Perry, found on youtube):

<https://www.youtube.com/watch?v=1uCn7VX6BPO&list=PLnwC57wa4umH68XrzOkcqEYlulJV720bm>

An Introduction to PBS (Positive Behavioral Supports)

<https://www.youtube.com/watch?v=epjud2Of610>

How childhood trauma affects health across a lifetime | Nadine Burke Harris

<https://www.youtube.com/watch?v=95ovIJ3dsNk>

Trauma, Brain & Relationship: Helping Children Heal

<https://www.youtube.com/watch?v=jYyEEMIMMb0>

Dr. Bruce Perry's 3 E's

<https://www.youtube.com/watch?v=7jOPhiWHPpk>

Dr. Bruce Perry's Public Access Slides

Neurosequential Network Slides available to the public can be found at the following link: <https://www.bdperry.com/handouts>

Relevant Presentation Slides Created by Nikki Hoopes

New Model for Defining Trauma: The 3 E's

Trauma is 3 ingredients

Event: An event that has the potential to be traumatic: Sexual assault, domestic violence, school shootings, abuse, neglect, house fire, etc.

Experience: Your stress response system is activated for a prolonged time or in an extreme manner.

Effect: The event(s) continue to have a long term effect on you. Your stress response system, neurological and biological systems are altered. There is an impact on how you think, feel and behave.

(Perry & Winfrey, 2021), (Perry, 2021)

Trauma's Impact on the Brain

- The cortex may struggle with memory, learning, motivation, information processing, problem solving, and distress tolerance (Belsky & Hann, 2011 as cited in Craig 2016).
- Trauma impacts the development of empathy, representational thought, inferential reasoning and executive functioning (Craig, 2016).

Language Research and Trauma

Trauma puts children at risk for the following difficulties with language and cognitive tasks (Hwa-Froelich, 2012):

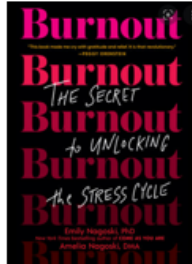
- Understanding theory of mind tasks
- Weaker syntactic structures
- Less expressive vocabulary
- Difficulty with verbal and visual memory tasks
- Understanding nonverbal communication
- Perspective taking
- Reading body language and interpreting facial expressions
- Interpreting tone of voice

What does fight, flight, freeze look like in children?

THE STRESS RESPONSE IN KIDS		
FIGHT	FLIGHT	FREEZE
Yelling, Screaming, Using Mean Words	Wanting to Escape, Running Away	Shutting Down, Mind Goes Blank
Hitting, Kicking, Biting, Throwing, Punching	Unfocused, Hard to Pay Attention	Urge to Hide, Isolates Self
Blaming, Deflecting Responsibility, Defensive	Fidgeting, Restlessness, Hyperactive	Verbally Unresponsive, Says, "I don't know" a lot
Demanding, Controlling	Preoccupied, Busy with Everything But the Thing	Difficulty with Completing Tasks
"Oppositional", "Defiant", "Noncompliant"	Procrastinating, Avoidant, Ignores the Situation	Zoned Out, Daydreaming
Moving Towards What Feels Threatening	Moving Away From What Feels Threatening	Unable to Move, Feeling Stuck
Irritable, Angry, Furious, Offended, Aggressive	Anxious, Panicked, Scared, Worried, Overwhelmed	Depressed, Numb, Bored/Apathetic, Helpless

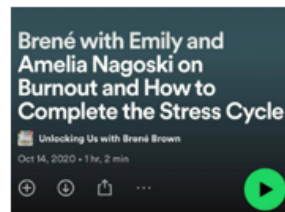
WholeHearted School Counseling

Adult Regulation



Need help regulating your own stress response cycle? You can read *Burnout: The Secret to Unlocking the Stress Cycle*

Don't want to read a whole book? There is a podcast episode on *Unlocking Us*



Regulation: In the Speech Room

Activities to Regulate

- Walking speech therapy
- Music/dancing as a part of the session
- Lighting
- Breath work
 - Bubbles
- Squeeze and release
- Rocky horse or chair
- Laughing
- Coloring
- Burpees/Running stairs

Supports

- Fidget spinners, hands on activities, physical activity breaks/stations
- **Collaborate with your OTs!!**
- **Look up somatosensory activities**

Specific Practices: Goal Selection

Language Goals

Typical language goals...

- Retaining and recalling new information
- Use of complex sentences
- Defining and learning new vocabulary words

Social Goals

- Perspective taking
- Understanding nonverbal body language
- Inferencing
- Interpreting prosody
- Self advocacy
- Safety
- Peer relationships
- Problem solving

Specific Practices: Problem Solving Goal

Problem	PAUSE	Reaction/Solutions	Consequences
Size		Good	
Feelings		Meh/okay	
		Good	
		Meh/okay	
		Poor	

When presented with a social scenario containing a problem, student will determine the consequences of various solutions in 80% of opportunities.

Intensity of Feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
HIGH	Ecstatic Excited Overjoyed Thrilled Euphoric Ecstatic Fired up Passionate	Depressed Aggrieved Alone Hurt Dejected Hopeless Somewhat Miserable	Furious Enraged Outraged Bubbling Irate Seething Lashings Revered	Terrified Horified Scared stiff Peeved Furious Public Shocked	Sorrowful Remorseful Dejected Wretched Disgraced Disheartened Worried Admonished
MEDIUM	Cheerful Gratified Good Relieved Satisfied Spirited	Heartbroken Lonely Distressed Let down Melancholy	Upset Defeated Frustrated Aghast Disappointed	Apprehensive Frightened Threatened Insecure Uneasy Unsettled	Apologetic Unworthy Sneaky Guilty Embarrassed Sensitized
LOW	Steady Contented Pleased Tender Pleased Mellow	Unhappy Moody Blue Upset Disappointed Disaffected	Perurbed Annoyed Irritated Rumored Irritated Touchy	Cautious Nervous Worried Tired Uneasy Anxious	Bashful Reticent Regretful Uncomfortable Proud Silly

Link to emotional intensity chart:

<https://davidzarza.com/is-what-im-feeling-normal/intensity-of-emotions-chart-julia-west>

Specific Practices: Emotion Word of the Month

Warm up:

- What does this word mean?
- When do people feel it?
- How does it feel in my body?
- Who is a safe adult or person I can share this emotion with?

My Go-To list

- Anxious, proud, confident, lonely, embarrassed, overwhelmed, grateful, guilty, bored, hopeful

Specific Practices: Executive Functioning Activities and Supports

Lessons

- Graphic Organizer Lesson
- Note Taking Lesson
- Memory strategies
 - WRAP Memory Strategies: Write it, rehearse it, associate it, **picture it**
 - Draw it to remember it! Lesson

Supports

- Visuals, timers, checklist of what we need to complete, highlighters, etc.
- Tap into what type of learner they are: Tactical vs Verbal vs Visual cueing
- BREAKS!!!

Specific Practices: Self-Advocacy Lessons

- Explicitly teaching students what it means to self advocate
- Help student understand their disability
- Do they know what accommodations they benefit from?
- Provide examples of sentences that students can use to self advocate
 - Can I have choices?
 - Can you ask a different question?
 - Can I have a hint?
 - Can you come back to me later (I need more time)?
 - Can I read/see it again?
 - Can I have a break?