



Playful Expressions: Transforming the Milieu for Trauma-Impacted Deaf Youth

PRESENTERS:
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AGENDA



Introduction

Walden School

Gaps in Learning & Language Deprivation

Movement & Trauma Processing

Aurora Playground

Unit Structure

Logistics

Questions & References

Allow your mind to go back to your childhood and ask
yourself this question...

Do you remember playing?

If yes, do you still play?

how?



LEARNING GOALS:



1. Both a clinical and evidence-based presentation, attendees will leave with an understanding of the need as well as how to adapt a residential treatment program to meet the regulation, attachment, and competency needs for trauma-impacted young deaf children who have language deprivation.
1. Attendees will identify at least two ways language deprivation affects healthy attachment and emotional regulation.
1. Attendees will identify how movement based play interventions can be used to address treatment goals across milieu in a residential program.



WELCOME TO WALDEN SCHOOL



Who we serve

Ages

Trauma-Informed Care

ARC framework



The Aurora Unit



Ages: 8-14

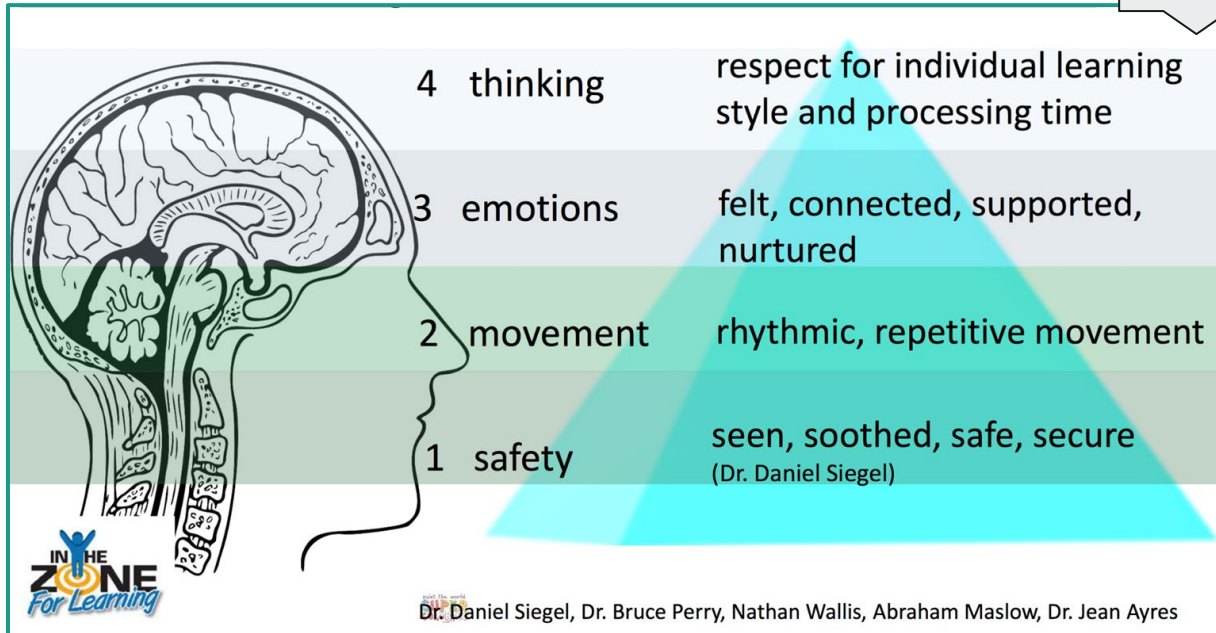
Students: 2 Boys & 2 girls

Ratio: 1:1; 3:1

Challenges: ASD, CHARGE, RAD, Language Deprivation,
Complex/Developmental Trauma

GAPS IN LEARNING

What about
Language
Deprivation?






Language Deprivation

Deaf individuals who first acquire language later in life , and have suspected language deprivation, show low levels of language proficiency across levels of linguistic structure and altered neural activation patterns compared to deaf individuals with typical language development

(Mayberry et al., 2011, 2018; Ferjan Ramirez et al., 2014, 2016)

What is Language Deprivation?



Diagnostic perspective: "Structurally speaking, LDS is incomplete neurodevelopment. Functionally, it is an intellectual disability."
(Gulati, 2019)

Linguistic perspective: "The phenomenon of deaf children growing up without quality exposure to any fully accessible language."
(Glickman, 2019)



Common Goals Across Unit

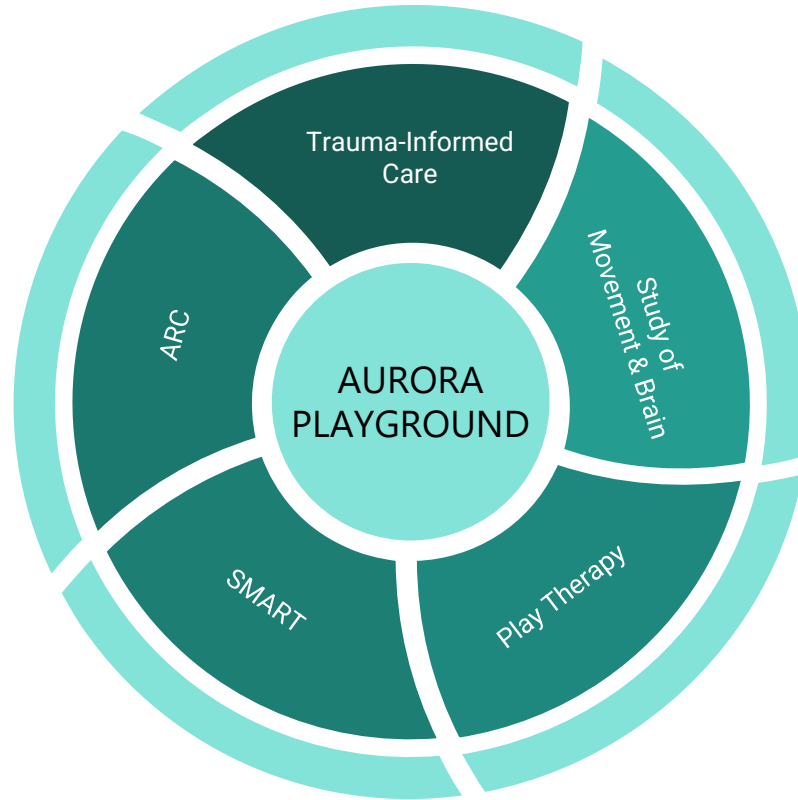


A word cloud of common goals across a unit, arranged in a circular pattern. The words are written in a blue, cursive script. The words include: Safe, Attachment, Structured, Movement, details, Social, modeling, boundaries, activities, Regulation, Morning/Night, Autonomy, Space, breaks, Routines, role, and role.

AURORA PLAYGROUND

a newly developed multidisciplinary movement exploration treatment for trauma-impacted youth







Trauma Informed Care



Student-centered treatment

Full communication access

Trained Staff

Clinical Expertise

Pro-ACT principles

+ Movement/Brain Connection

"Thinking is thinking" & "movement is movement" disproven throughout time, both are connected

Develops and strengthens person's prefrontal cortex & hippocampus

Movement requires widespread connections from the brain to all sensory areas, enhancing cognitive processing

Supports our ability to make decisions, maintain focus and memory, and problem solving skills.

-Jensen, 2005

Increases levels of serotonin, norepinephrine, dopamine and endorphins which supports response to stress, motivation, and overall well-being

-Basso & Suzuki, 2017

FLIPPING your lid



You lose access to your prefrontal cortex, your "thinking brain." Your amygdala activates the fight, flight, freeze response, and you operate from a place of fear.



Since all of the parts of your brain are working in harmony, you feel calm, balanced, and alert yet relaxed.



Siegel, 2017



OFFLINE



ENGAGED



ONLINE

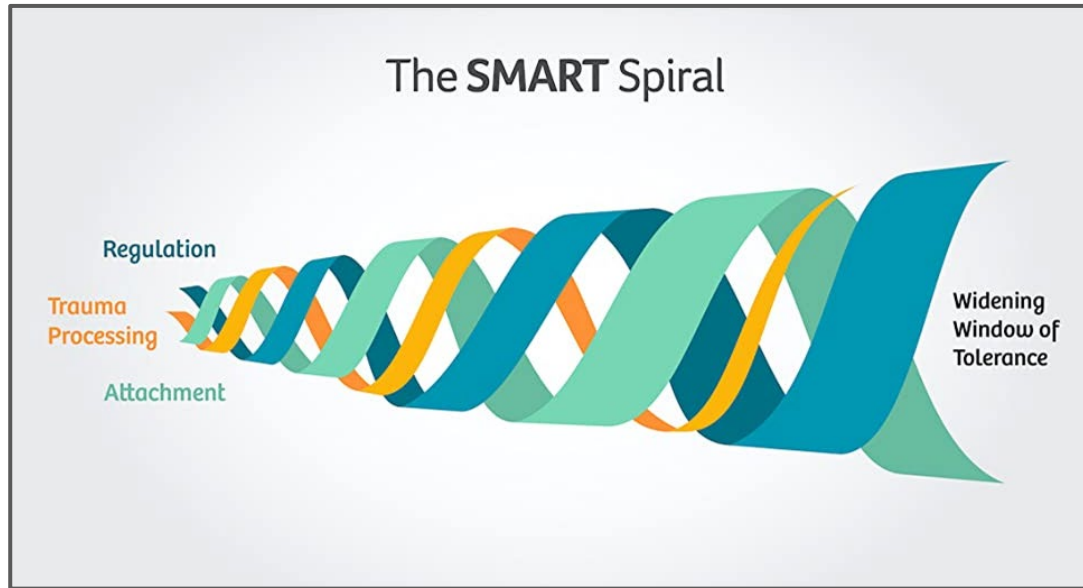
+ Sensory Motor Arousal Regulation Treatment (SMART)



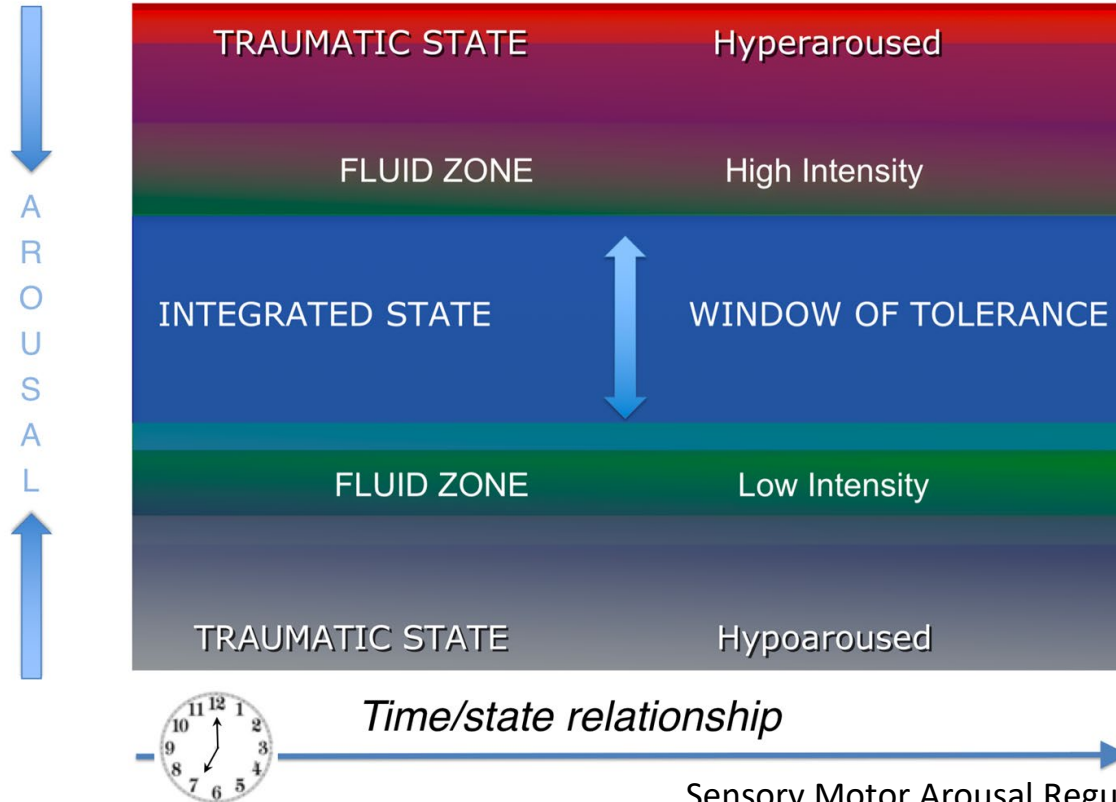
An innovative, evidenced-based trauma-informed intervention developed by Elizabeth Warner, Alexandra Cook, Anne Westcott, and Jane Koomar through support from Justice Resource Institute.

Primary focus is to help children who have been traumatized develop some stability in their lives, so that they may begin to heal.

Processes Explored in SMART



Sensory Motor Arousal Regulation Treatment (SMART) ©



Sensory Motor Arousal Regulation Treatment (SMART) ©

Warner, Cook, Westcott, & Koomar., (2014)

House Energy Visual

Where's My Energy?

Through the Roof _____

In the
Window _____



In the Basement _____

Where in my body do I feel it? _____

What can I do to bring my energy in the window? _____

THE ROOM



SMART IN ACTION





Attachment Regulation Competency (ARC)

AURORA PLAYGROUND



ATTACHMENT

Communication skills
Social skills
Relationship building
Co-regulation

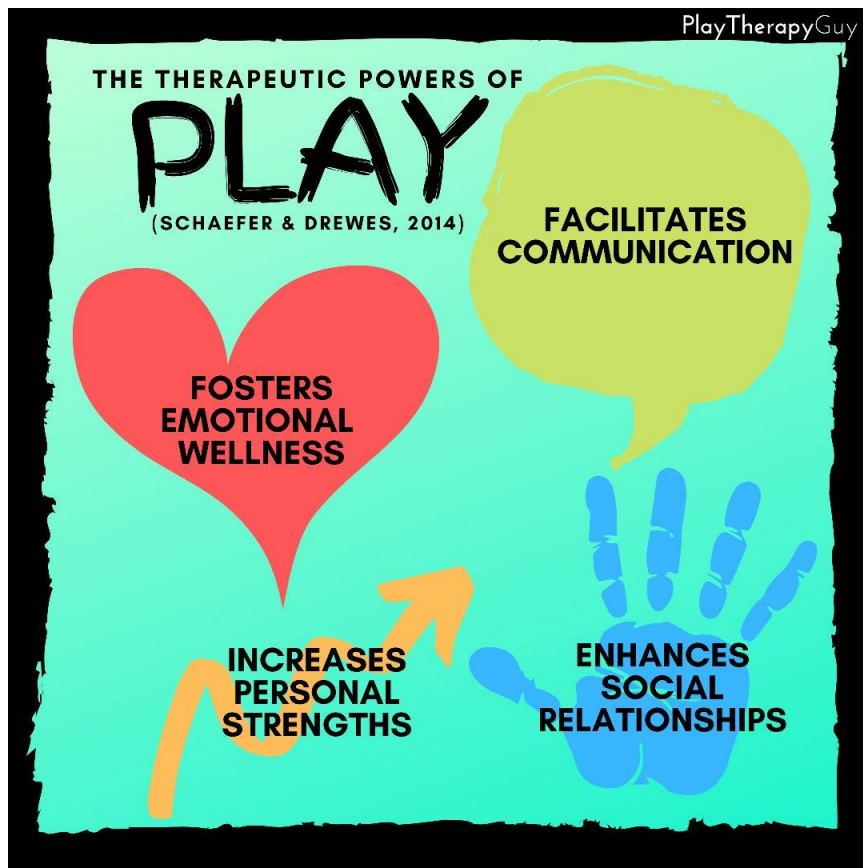
REGULATION

Movement
Self-regulation

COMPETENCY

Safe Space
Boundaries
Self Esteem

+ Play Therapy



Play Principles

Stimulate growth of the cerebral cortex

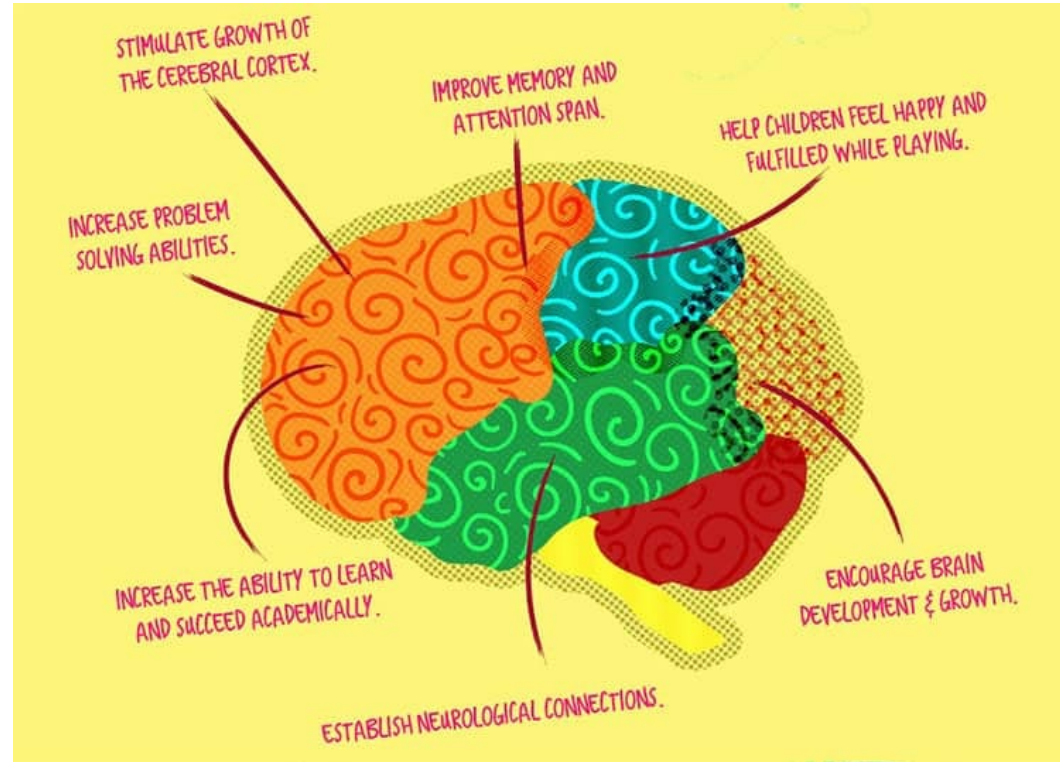
Improve memory and attention span

Help children feel happy and fulfilled while playing

Encourage brain development and growth

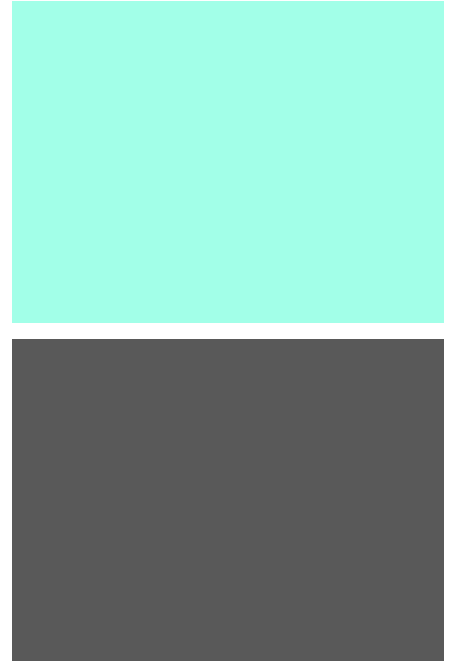
Establish neurological connections

Increase the ability to learn and succeed academically

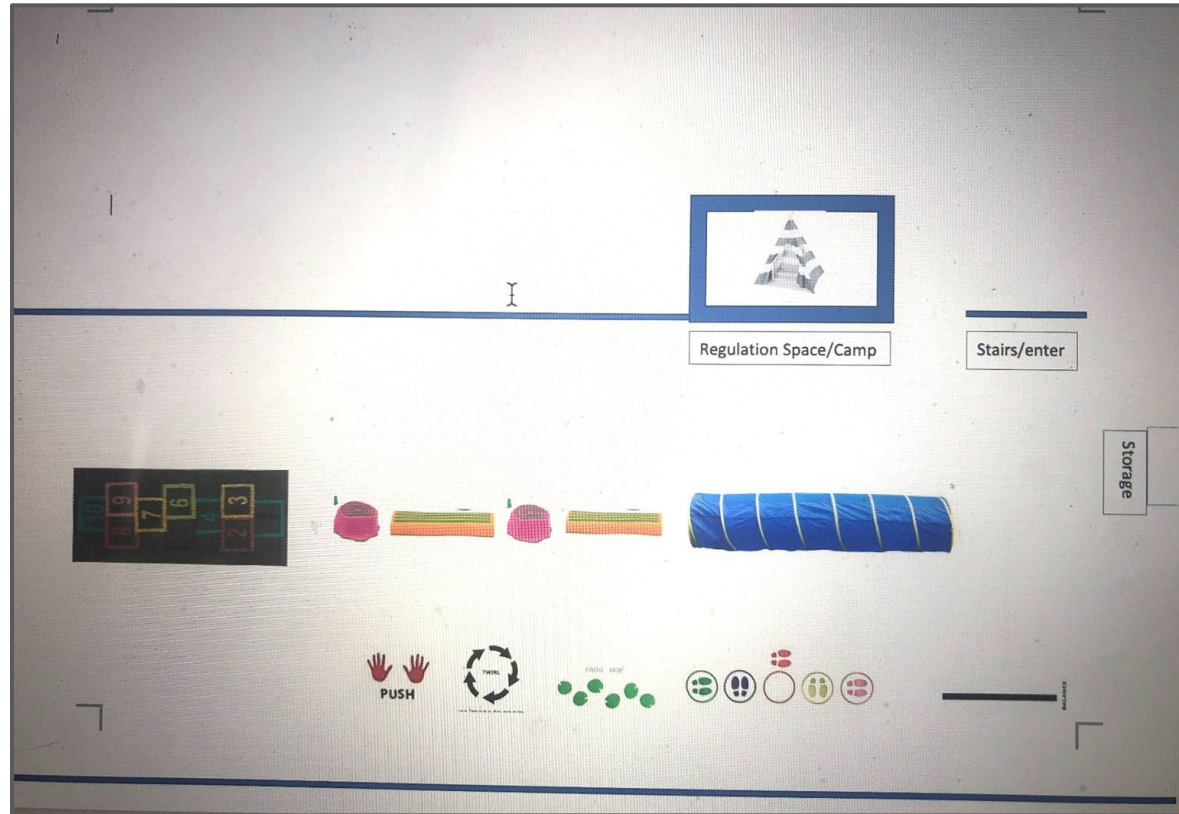


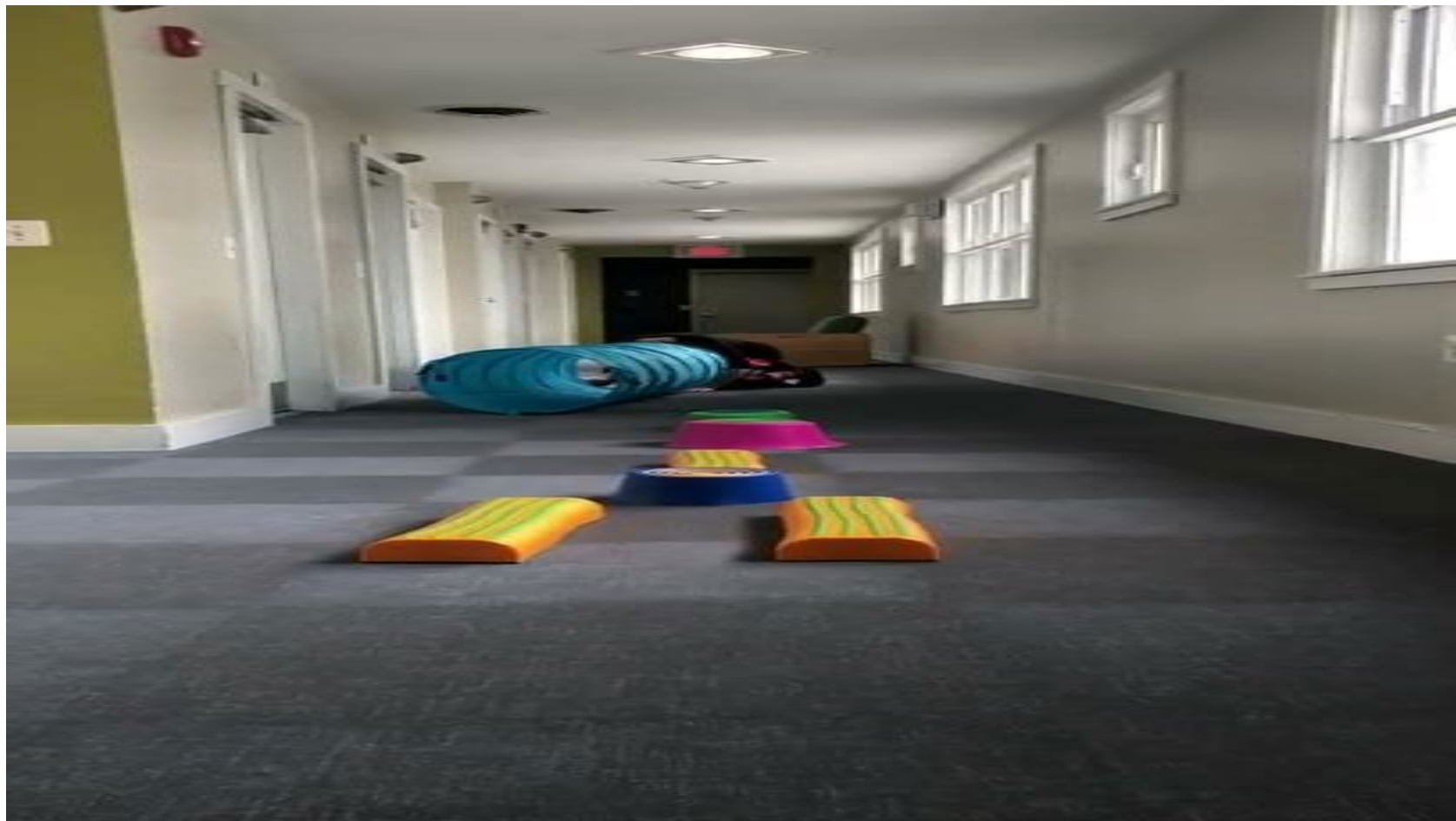
OUR GOAL:

Providing movement based exploration opportunities and structured movement input to deaf youth in a residential program will help develop a stronger body awareness and emotional regulation as measured by incident reports per quarter.



AURORA PLAYGROUND MAP







Attachment Regulation Competency (ARC)



ATTACHMENT

Social Skills

Playing

Modeling

Building healthy attachments

Community meeting

Teamwork

Co-regulation

Relationship building

Repairwork Wheel

"Good Night Aurora!"

REGULATION

Movement

Balance Beam

Obstacle Course

Tunnel

Belly Scooters

Tic Tac Toe

Bean Bag Toss

Emojis

Hopscotch

Lava Lamps

Bowling

COMPETENCY

Safe Space

Fort

Tent

Boundaries

Rug

Hula hoop

Self Esteem

Leader Roles

Trying new things

House Energy Visual

Where's My Energy?

Purple Activities



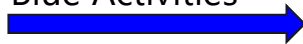
Through the Roof ____

Orange Activities



In the Window ____

Blue Activities



In the Basement ____



Where in my body do I feel it? _____

What can I do to bring my energy in the window? _____

+ Energy Levels & Activities

PURPLE ACTIVITIES (through the roof)

High Energy Movement

Gym

Obstacle Course

Outdoor activities

Movement Exploration Hall

Dance Party



ORANGE ACTIVITIES (bringing into window)

Engaged Movement

Fort

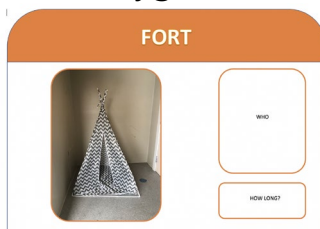
Arts and Crafts

Family Calls

Technology Time

Laundry

Hygiene



BLUE ACTIVITIES (slowing down)

Low Energy Movement

Gym

Movement Exploration

Hall

Shuttle Runs

Weighted Ball Toss

Hot Potato

Belly Scooter



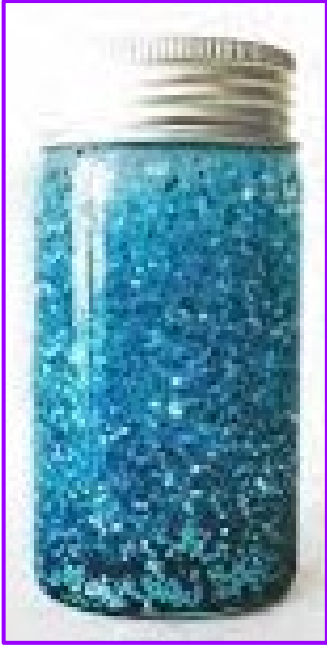
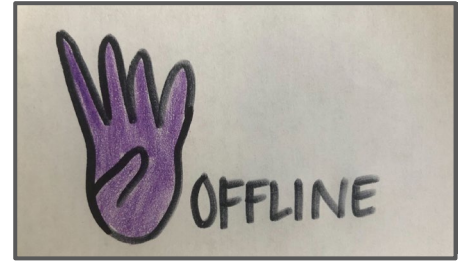
Energy Visual: Playful Version





PURPLE ACTIVITIES

GOAL: HIGH ENERGY MOVEMENT



Match their energy

Bring them into their window of tolerance

Grounding

Body Awareness

Community Co Regulation

PURPLE ACTIVITIES, CONT'D

Movement Exploration Hall

Obstacle Course

Outdoor Activities

Gym

Color Hop Stop

Dance Party

Scooter races

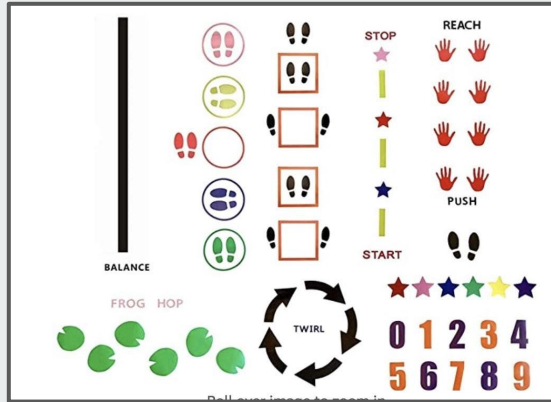
Shuttle Runs

PROPRIOCEPTION

The sense that helps a child with body awareness is known as proprioception.



MOVEMENT EXPLORATION HALL



goals

Coordination

Impulse control

Body awareness

Proprioceptive/vestibular input

Crossing the midline



MORE PURPLE ACTIVITIES?

THINK: high energy activities, high movement activities



ORANGE ACTIVITIES

GOAL: BRINGING INTO WINDOW



Reengaging frontal lobe (bringing the brain back online)

Window of tolerance (safety/self soothing)

ORANGE ACTIVITIES, CONT'D

Fort

Arts and Crafts

Laundry

Family Calls

Technology Time

Hygiene



SAFE SPACE



goals

Safe Space

Develop imagination

Contain overwhelming emotions



MORE ORANGE ACTIVITIES?

THINK: use of cognitive skills, environment



BLUE ACTIVITIES

GOAL: SLOWING DOWN

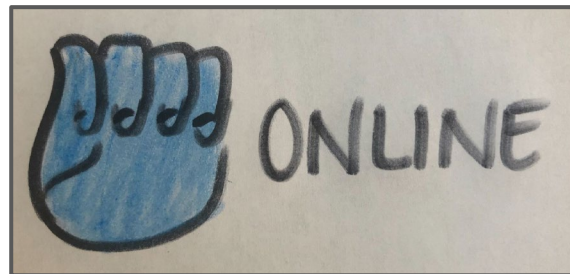


Feel safe/secure

Back online

Body Awareness

Return to baseline



BLUE ACTIVITIES, CONT'D

Gym (slowed down & controlled activities)

Crab Walk Shuttle Runs

Weighted Ball Toss

Hot Potato

Movement Exploration Hall

Obstacle Course (in a body sock)

Any weight, controlled, and focused movement





MORE BLUE ACTIVITIES?

THINK: grounded, focused, and controlled play



~~“CALM DOWN”~~

BE THE GLITTER!



Unit Structure

Full access to tools throughout the milieu

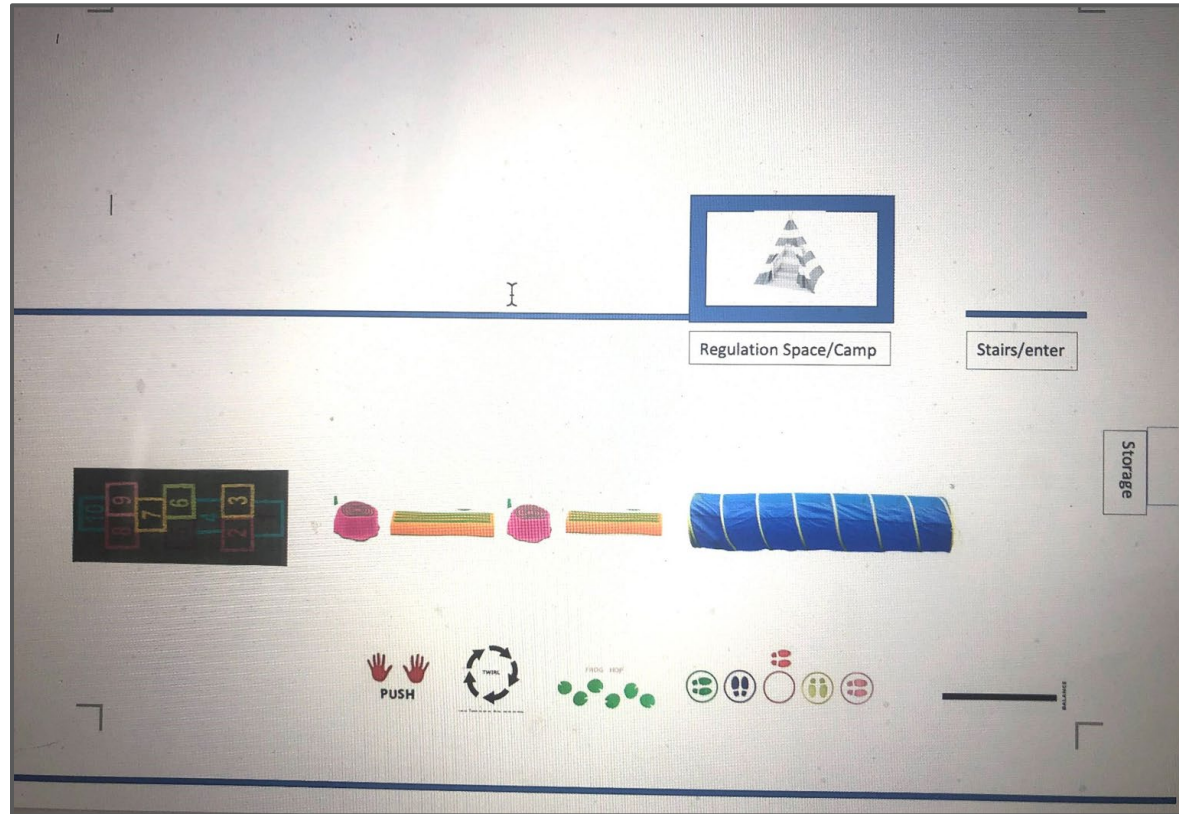
New Daily Schedule

Visuals accessible for both staff and students

Language Use on the floor

Consultation with the clinicians

AURORA PLAYGROUND MAP



New Daily Schedule



2:30pm: Transition/Snack

3:00pm Daily Meeting

3:30pm: Structured Activity

4:00pm Purple Activities “Through the roof”

4:45: Transition

5:00: Dinner

5:30: Orange Activities “Bringing into Window”

5:45: Transition

6:00 Blue Activities “Slowing Down”

7:30: Down-Regulation

8:00: Bedtime Routine

8:30pm: Good Night

DAILY MEETING



goals

COMMUNITY

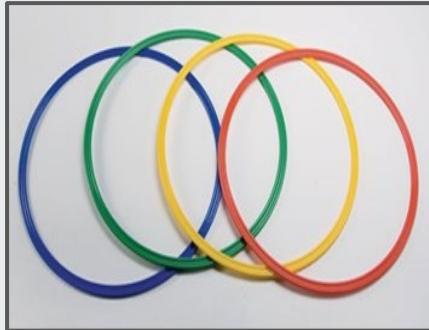
LEADERSHIP

CENTERING

TRANSITION

PREDICTABILITY

BOUNDARIES/PERSONAL SPACE



goals

Clear explanation of Boundaries

Having a Space in the world

Autonomy

our responses

“Great job finding your spot!”

“Remember, we need to respect ourselves and others by staying in our spot”

“Each student, how much space do you want today?”

“Great job setting your boundary”

EMOJIS



goals

BE SILLY

Focal point

Redirection

Emotion Identification

our responses

“Which emoji are you feeling today?”

“It seems that you are feeling silly today, do you want to try shuttle runs?”

“What are you upset about? How can we help you?”



Mindfulness

Down Regulation Activities

Mindfulness Integration

Good Night Song

Bedtime Routines

Down-Regulation /Bedtime Routine

Down-Regulation Activities

Yoga

Animal Stretches

Mindfulness videos

Deep Breathing



AURORA GOOD NIGHT SONG



goals

RHYTHM

CO-REGULATION

DOWN REGULATION

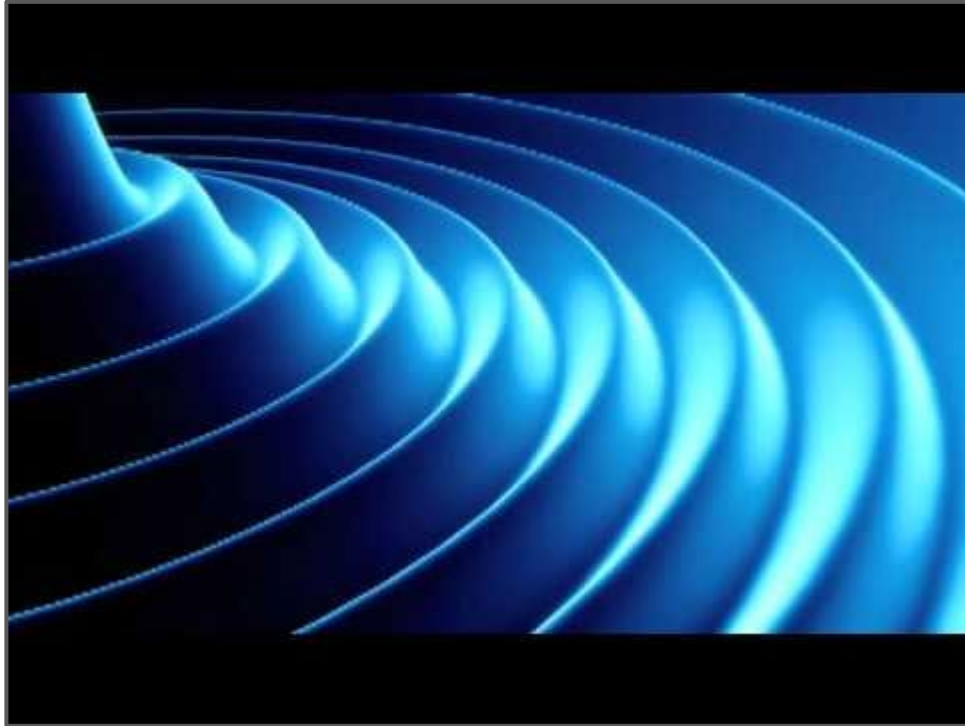
MINDFULNESS

BELONGING

NURTURING ONESELF

Abstract Visual Stimulation

(i.e. lava lamp, ocean waves breaking on sand, rain on a puddle, tree gently moving in the wind, a snowy day, etc)



Bedtime Yoga



Mindfulness Breathing



Logistics

Budget

Staff Guide

Staff Training

Challenges



Budget

~\$600 on Amazon

Sensory movement trail

Obstacle course

Body socks

Scooters

Play based tools

Emotion visuals

Daily visual schedule



Staff guide

Daily Schedule

Purple, Orange, Blue Activities

Scripts (Daily Meeting, Good Night Routines)

FAQs

Staff Training

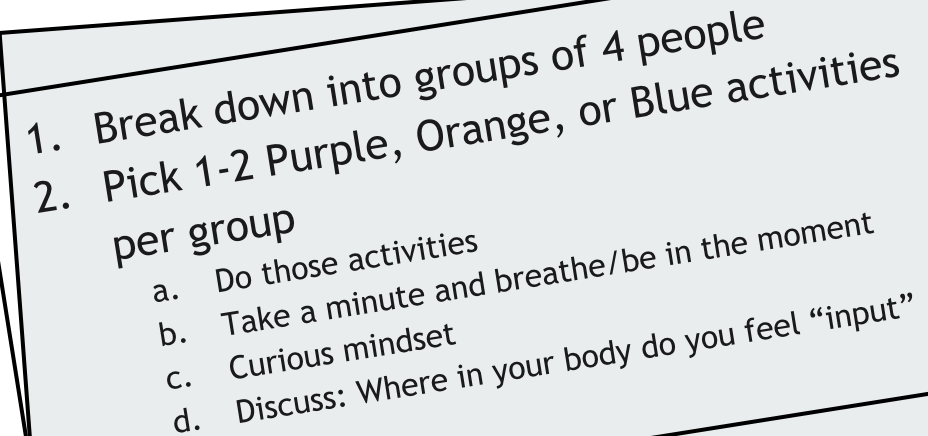


2-Day Training

Break down concepts

Team Building

EXAMPLE

- 
1. Break down into groups of 4 people
 2. Pick 1-2 Purple, Orange, or Blue activities per group
 - a. Do those activities
 - b. Take a minute and breathe/be in the moment
 - c. Curious mindset
 - d. Discuss: Where in your body do you feel “input”



Challenges:

Relearning how to PLAY as an adult, especially at a workplace

Integrating new program

Assigning a point person on each shift

Therapist accessibility

Training / Practice / Time Frame

NOT JUST FOR KIDS!





Resources

Through the roof Activities: Proprioceptive input

<https://yourkidstable.com/proprioceptive-activities/>

In the window of tolerance activities: engaged and focused, open to learning

<https://www.verywellfamily.com/absolutely-free-activities-for-kids-2997490>

Slowing down: in the basement activities to help down regulate

<https://www.mentallyhealthyschools.org.uk/media/2129/relational-activities-mhf-wales.pdf>

Questions

1. True or False: Trauma is often manifested in the body requiring a mind-body experiential approach.
1. What are the three levels of regulation
 - a. High, medium, low
 - b. Through the Roof, Window of Tolerance, Basement
 - c. Too much, calm, too little
3. What is the focus of Purple activity (will edit words)
 - a. Through the Roof regulation
 - b. Basement energy regulation
 - c. Window of Tolerance regulation
 - d. Mindfulness
4. In which area of child's development does the activity, Fort, elevate?
 - a. Self autonomy
 - b. Safe space
 - c. Free time
 - d. Window of Tolerance
5. What are three adaptations for Deaf youth in a residential program
 - a. Visuals
 - b. Schedule
 - c. Deaf role models
 - d. All of the above

Questions



6. Why is it important to play?

- a. Gross motor skills
- b. Social learning
- c. Develop imagination
- d. All of the above

7. How does language deprivation impact play?

- a. Social learning
- b. Co regulation
- c. Sense of belonging
- d. All of the above

8. Sensory Motor Arousal Regulation Therapy is an evidenced based intervention that addresses:

- a. Regulation, trauma processing, attachment
- b. Play-based movement
- c. Behavior regulation strategies

9. What model do we use to create goals for deaf youth at Walden School?

- a. Attachment
- b. Regulation
- c. Competency
- d. All of the above

10. Which of the following activity you would love to utilize right now?

- a. Purple activities
- b. Orange activities
- c. Blue activities



References

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