For a child/youth with developmental delay or/and disability who has experienced trauma.

Some available information and tools for Mental Health providers.

About this Document

There are times as a provider, you may not be aware of what information and tools are available. This document's purpose is to help decrease that; noting, it is obviously non-inclusive, and all information is what it is, and may be emerging.

It has four sections:

- Being Informed, Screening, Assessment, and Treatment:
  - Trauma screening and assessment
  - Trauma treatment.

- Some Possible General Considerations:
  - Being informed as you quickly can about…
  - Possible misattribution
  - Trauma screening and assessment
  - Trauma treatment
- Some questions that may need asked or/and answered

*In sections 1-2 of the document, the majority is *free*. If otherwise, noted by: ($).

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All the appropriate disclaimers.

Being Informed, Screening, Assessment, and Treatment

The following has a mix for being informed, screening, assessment, or/and treatment.

APA *Guidelines for Assessment and Intervention with Persons with Disabilities*: https://www.apa.org/pi/disability/resources/assessment-disabilities While written for the psychologist profession, is helpful for other professions and fields, as it includes info to help with understanding disability paradigms and models, and other areas that cross.

Bernier Lab University of Washington Trauma and ASD Reference Guide, June 2017: http://depts.washington.edu/rablab/reference-guides/bernier-lab-uw-trauma-and-asd-reference-guide-2017/

Brian Tallant's TEDD (Training Educators in Dual Diagnosis), "Trauma in Youth with Intellectual and Developmental Disabilities": https://www.youtube.com/watch?v=3t8Z6ryHsnw&t=9s

DM-ID-2: https://thenadd.org/products/dm-id-2/ As of 8.10.22, NADD said they were working on the addendums for DSM-5-TR. ($)

The impact of trauma on youth with intellectual and developmental disabilities. A fact sheet for providers. NCTSN: https://www.nctsn.org/resources/the-impact-of-trauma-on-youth-with-intellectual-and-developmental-disabilities-a-fact-sheet-for-providers

The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma. NCTSN Learning Center: https://learn.nctsn.org/

Trauma Screening and Assessment

Brian Tallant's NADD "Trauma assessment for youth and adults with IDD": https://www.facebook.com/NADDMHID/videos/2264648153840775

Child and Adolescent Trauma Screen (CATS)/(CATS-2)   (tiene version en español):

- Original: https://depts.washington.edu/uwhatc/PDF/TF-%20CBT/pages/assessment.html

- Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) versions: https://oklahoma.gov/odmhsas/search.html?q=CATS

- ODMHSAS free 1hr CATS eLearning: https://oklahoma.gov/odmhsas/learning-and-education/training-institute/share.html

- The Child and Adolescent Trauma Screen 2 (CATS-2) – validation of an instrument to measure DSM-5 and ICD-11 PTSD and complex PTSD in children and adolescents: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9344962/

- Clinical Guide for Administering the Child and Adolescent Trauma Screen (CATS-2) https://www.nkvts.no/content/uploads/2022/06/CATS-2-Clinical-Guide.pdf

Trauma Treatment

Brian Tallant's NADD "Trauma treatment for youth and adults with IDD": https://www.facebook.com/NADDMHID/videos/251263686001162

"Tailoring Trauma-Focused Cognitive Behavioral Therapy for Children with IDD" webinar, NCTSN Learning Center: https://learn.nctsn.org/

- TF-CBT web: https://tfcbt2.musc.edu/ ($) ($35 for course)

- TF-CBT National Therapist Certification Program: https://tfcbt.org/ ($)

Treatment Innovations: https://www.treatment-innovations.org/ ($)

Some possible general considerations

This section is compiled and adapted from: the Road to Recovery toolkit, information from co-chairs of the NCTSN's Trauma and IDD workgroup, Brian Tallant's work, and other.

Be informed as you quickly can about:
- The child's specific delay or/and disability.
  - Including possible appropriate physical actions or/and reactions needed from you, e.g., when your assistance might be needed, and if so, the best way.

- Cultural issues for them about delay or/and disability.
  - Example, the term "gatekeeper". For a mental health provider, it might mean someone determining level of care. For a child with IDD, it might mean someone who helps bridge between them and "general" population.
  - Another language example. You might have been taught person first language, and would normally say, "an individual with autism". That might be how the individual you are working with would prefer it said. However, we must remember identity and empowerment are different for individuals, and our cultural norms may be incorrect. Some individuals prefer to identify as "an autistic person", as they feel empowered by that; autism is part of who they are, and not something to be seen as an issue. So, don't assume, ask, what a person prefers.

If applicable, be aware of situations there can be possible misattribution: cultural, medical, mental health, trauma, disability, so on.

Trauma screening and assessment:

Some considerations with screening and assessment tools:
- May not have been specifically validated for the delay or/and disability; and then may have different norms.

Some considerations in administration:
- Might need adaptive behavior measure results, and not have available.
- Due to child's functionality, there may be difficulty/delay/inability determining root of their answer; if it is cultural, medical, mental health, trauma, delay, disability, so on.

Some possibilities for adaptations:
- While caregivers are normally part (noting exceptions): may require higher involvement; may need to include multiple caregivers in various environments (e.g., school/daycare teachers).
    o If needed, provide psychoeducation on responses to trauma.
- When administering, consider:
    o Pace (e.g., slow down speech)
    o Complexity (e.g., use simple language)
    o Timing (e.g., present one concept at a time)
    o Sequencing (e.g., rearrange questions to build on strengths)
    o Use visuals (e.g., what does "never" look like)
    o Nonverbal communication (e.g., their nonverbal responses, having a way for them to nonverbally communicate)
- Need to use an intermediary (e.g., sign language interpreter, professional familiar with assistive devices).

Due to the potential issues with both the tool(s) and administration, discuss anything that doesn't seem to line up to the child, caregiver, or/and you.

Through course of services, do careful assessment of functioning continuously, in conjunction with assessing symptoms.

Trauma Treatment:

Some general considerations:
- May need to adjust session length and frequency, e.g., shorter, more frequent.
- Length of treatment may be impacted, e.g., more sessions needed.
- Measuring change may need to be in smaller or/and more gradual increments.
- While caregivers are normally part (noting exceptions): may require higher involvement; may need to include multiple caregivers in various environments.
- Assess initially and ongoingly for needed adaptations to psychotherapy. E.g., Cognition: Establish an understanding of their level of comprehension. Don't want to assume the material is too complex nor that it easily understood.

Some Ideas for adapting psychotherapy:
- Have structure and routines
- Reward system, e.g., play reward, physical items
- Use visuals, e.g., explanation of terms, concepts, structure of session, course of treatment; for communication
- Nonverbal communication, e.g., visuals, squeezing an item, motions
- Slow down pace of a model
- Slow down your speech
- Use language that is comprehensible to the child
- Present information one item at a time
- Simplify
- Be concrete
- Take frequent pauses during the session to check comprehension
- Allow for repetition and paraphrasing
- Allow time to practice new skills
- Recognize that repetition is helpful for learning
- Allow time for cognitive processing
- Be aware child may return repeatedly to inaccurate or unhelpful cognitions
- Use multisensory interventions (e.g., non-verbal, play therapy) & tools to assist in learning
- Use individualized teaching materials
- Have alternative modes of expression such as art
- Make specific suggestions for change
- Do not assume that information will generalize to new situations. Work explicitly on generalization of skills to other environments.
- Take more breaks
- For treatment that includes a trauma-narrative, be creative, e.g., they dictate; use a tape recorder, video or still camera; role-play, song or dance; use play.

Questions that may need to be asked or answered

Possible questions you might need to ask of caregivers:
- Equipment, aids, or/and assists
- Service animal info
- Prior issues with any type of service provider

Possible questions to might need to answer for caregivers:
- Does your facility have ADA access and bathrooms.
- Any limits under payor source for possibilities such as, adjusting session length, session frequency, or/and longer length of treatment; and if limits, best options.
- What you need to be comfortable working with the child.

STRYDD Center: Individualized Therapy Accommodations Planning - IDD Profile

Issues	Strengths in each of the areas	Therapy Accommodations
Language issues	Language strengths	
__Limited expressive vocabulary		
__ Limited ability to express ideas in words		
__ Speech unclear/hard to understand		
__Limited receptive vocabulary		
__ Limited understanding of complex language forms (e.g., multi-phrase sentences, etc.)		
__ Limited pragmatic skills (understanding and use of verbal and nonverbal cues for interpersonal communication)		
Cognitive issues	Cognitive strengths	
__ Difficulty with abstract concepts (more difficulty than expected for age)		
__ Difficulty with generalizing		
__Difficulty with immediate memory (e.g., ability to remember multiple instructions just given)		
__ Difficulty with long-term memory retrieval on demand		
__Limited attention span for at least some kinds of materials (specify)		
__Limited visual/spatial skills—may affect organizing of information		
__ Uneven skills (specify—e.g., visual spatial skills much stronger than verbal or the opposite)		
Sensory/motor issues	Visual/spatial and motor strengths	
__ low vision (for near, far, both?)		
__ hearing issues (any aids?)		
__ fine motor issues (e.g., affecting writing, drawing)		
__Gross motor issues		
__ Sensory sensitivities (specify)		
Academic skills that can impact treatment ___ Reading decoding ___ Reading comprehension ___Writing skills ___ Understanding basic numbers	Academic strengths that can be helpful	
Other issues ___ Obsessive about sameness ___ hyperfocus on _____ ___difficulty with transitions ___ Limited emotional coping strategies	Special characteristics ___ Special interests ___ Tends to follow clear routines ___ Has mastered coping strategies of _____ ___Other	

STRYDD Center: Accommodations Checklist

Identify nature of IDD involved (check multiple if pertinent, e.g. ASD and ID)
☐*Learning disabled*
☐*Speech/language impaired*
☐*Autism spectrum disorder*
☐*Intellectually disabled*
☐*Multiple handicap*
☐*Other (include sensory impairment) _____*

ACCOMMODATIONS USED DURING THIS BLOCK OF SESSIONS:

Increased attention to engagement strategies
   ☐More play time
   ☐Use of special interests and/or skills
   ☐Other: _____

Flexible session and treatment length and pacing
   ☐Shorter sessions
   ☐More sessions
   ☐Adjust pacing of content
   ☐Other _____

Adjustment of parental/caregiver involvement
   Mechanism:
      ☐Increased time In child session
      ☐Increase in parent/caregiver sessions or between-session contact
   Goal:
      ☐Skill reinforcement
      ☐Help deal with child anxiety
      ☐For interpretation purposes

Adjustment of session content
   ☐Clarifying session structure/aids for marking structure
   Strategies for presentation adjusted depending on dd needs:
      ☐Simplify language
      ☐Simplify some content (e.g., choice of prac skill strategies)
      ☐Additional comprehension check
      ☐Increased use of visual cues
      ☐Use of materials/strategies developed for youth with disabilities (e.g., social stories)
      ☐Building on child's special interests or areas of talent/relative strength
      ☐Other _____ (e.g., increased use of technology/apps or materials for younger age)

☐Attention to generalization of prac skills
☐Attention to modality/type of narrative based on child's skills
☐Other: _____ (includes attention to any sensory issues—e.g., sensory sensitivities of youth with ASD, sensory issues of youth with low vision, hearing impairment, etc.)

Other Sources

National and a few International:

AAP Council on Children with Disabilities: https://www.aap.org/en/community/aap-councils/council-on-children-with-disabilities/

ADA law with the ADAAA: https://beta.ada.gov/law-and-regs/ada/   A brief intro summary can be read here: https://beta.ada.gov/topics/intro-to-ada/

American Academy of Pediatrics (AAP) Parenting website, English and Spanish: https://www.healthychildren.org/English/Pages/default.aspx

American Association for People with Disabilities: https://www.aapd.com/

American Association on Intellectual and Developmental Disabilities. https://www.aaidd.org/

Americans with Disabilities Act National Network: https://adata.org/

The ARC national: https://thearc.org/   The ARC California: https://thearcca.org/

Association of University Centers on Disabilities: https://www.aucd.org/template/index.cfm

Association for Science in Autism Treatment: https://asatonline.org/

Autism Society: https://autismsociety.org/

Autism Speaks: https://www.autismspeaks.org/

Center For Disease Control (CDC), info such as Developmental Milestones: https://www.cdc.gov/ncbddd/actearly/index.html

Children's Bureau list of "Disabilities/Special Need Organizations": https://www.childwelfare.gov/organizations/?CWIGFunctionsaction=rols:main.dspList&rolType=Custom&RS_ID=84&rList=ROL

Edutopia: https://www.edutopia.org/article/apps-students-special-needs-school-buildings-shutter

The Developmental Disabilities Assistance and Bill of Rights Act of 2000: https://acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000 (has the PDF in English and Spanish)

Family Voices: https://familyvoices.org/

Federal Definition of IDD: https://acl.gov/about-acl/authorizing-statutes/developmental-disabilities-assistance-and-bill-rights-act-2000 (has the PDF in English and Spanish)

Individuals with Disabilities Education Act (IDEA): https://sites.ed.gov/idea/

Interagency Autism Coordination Committee: https://iacc.hhs.gov/

International Society for Autism Research: https://www.autism-insar.org/

Lifespan Respite Care Program: https://acl.gov/programs/support-caregivers/lifespan-respite-care-program

National Association of Councils on Developmental Disabilities: https://www.nacdd.org/

National Association for Dual Diagnosis (NADD): https://thenadd.org/

National Center for Birth Defects and Developmental Disabilities (NCBDDD): https://www.cdc.gov/ncbddd/index.html

National Center for Learning Disabilities: https://www.ncld.org/

National Disabilities Council: https://www.ncd.gov/

National Disabilities Rights Network: https://www.ndrn.org/

National Federation of Families for Children's Mental Health: https://www.ffcmh.org/

Parent to Parent USA: https://www.p2pusa.org/

Positive Identity Materials: https://thenadd.org/materials-for-positive-identity-development/

Sesame Street and Autism: https://sesamestreetincommunities.org/topics/autism/

Sibling Leadership Network: https://siblingleadership.org/

Sibling Support Project: https://siblingsupport.org/sibshops/

State of the States in Intellectual and Developmental Disabilities Project https://stateofthestates.org/

STRYDD Center (Supporting Trauma Recovery for Youth with Developmental Disabilities), Long Island Jewish Medical Center, Northwell Health.

UCL Centre for Intellectual & Developmental Disabilities Research (CIDDR): https://www.ucl.ac.uk/intellectual-developmental-disabilities-research/

World Health Organization (WHO) International Classification of Functioning, Disability and Health (ICF): https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health

World Health Organization (WHO) *Caregiver skills training for families of children with developmental delays or disabilities* (CST) Released March and April 2022,
- Toolkit providing guidance on caregiver skills training for families of children aged 2–9 years with developmental delays or disabilities: https://www.who.int/publications/i/item/9789240048836
- An online version of the training, targeted at caregivers: https://www.who.int/teams/mental-health-and-substance-use/treatment-care/who-caregivers-skills-training-for-families-of-children-with-developmental-delays-and-disorders

National emerging:

Dan Hoover, PhD., Kennedy Krieger: Interactive Trauma Scale, a web-based measure for children for autism.

Gallaudet University, https://www.gallaudet.edu/ : working on trauma resources for youth who are hard of hearing or deaf.

Tribal:

Consortia of Administrators for Native American Rehabilitation: https://canar.info/about/

Indian Children's Program: https://www.ihs.gov/icp/

Interagency Autism Coordination Committee: https://iacc.hhs.gov/   *Some talks re tribal issues.*

International Society for Autism Research: https://www.autism-insar.org/ *Some content.*

Native American Disability Law Center: https://www.nativedisabilitylaw.org/resources

National Indian Education Association: https://www.niea.org/

National Indian Head Start Director Association: https://www.nihsda.org/

Tribal emerging:

Tribal Disabilities toolkit from National Indian Council on Aging (NICOA) and National Disabilities Council

Available soon, a large Tribal study on resources/navigation of the Tribal funding systems for IDD. https://stateofthestates.org/

Victim Services:

"Victims who have disabilities", SART Toolkit Section 6.6, National Sexual Violence Resource Center: https://www.nsvrc.org/sarts/toolkit/6-6

Additional:

Brandon Spots His Sign By Sheletta Brundidge, Lily Coyle, Darcy Bell-Myers (Illustrator)
This book is not free, and not sharing it for any political reason (see story behind it here: https://www.cnn.com/2022/07/17/us/lets-go-brandon-brundidge-nascar-book-good-news-cec/index.html) I read the sample of the book on Kindle, and while it's not a therapy book (at least as far as what I was able to read/read about it), those pages could be used in a therapeutic way, so sharing for those it can help.

Children with intellectual and developmental disabilities can experience traumatic stress. A fact sheet for parents and caregivers. NCTSN: https://www.nctsn.org/resources/children-with-intellectual-and-developmental-disabilities-can-experience-traumatic-stress-for-parents-and-caregivers

Covid-19 from STRYDD:
https://www.lift4kids.org/find_help/disaster_resources_long_island_ny.html

PTSD Checklist for DSM-5 (PCL-5): https://www.ptsd.va.gov/professional/assessment/adult-sr/ptsd-checklist.asp

- Article on short form of PCL-5: https://www.ptsd.va.gov/professional/articles/article-pdf/id52290.pdf

Tailoring Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Youth with Intellectual and Developmental Disabilities: A Survey of Nationally Certified TF- CBT Therapists
https://www.tandfonline.com/doi/abs/10.1080/23794925.2021.1955639?journalCode=uebh20

Treatment Innovations: https://www.treatment-innovations.org/

Title: Social Skills Groups Adapted from Seeking Safety Model for Adolescents and Young adults with Developmental Disabilities and Mental Health Diagnoses:
https://www.aucd.org/docs/AUCD360_2018/Social%20Skills%20Groups%20Adapted%20from%20Seeking%20Safety%20Model%20for%20Adolescents%20and%20Young%20adults%20with%20Developmental%20Disabilities%20and%20Mental%20Health%20Diagnoses.pdf

Wellbeing and Secondary Traumatic Stress:

Components for Enhancing Clinician Experience and Reducing Trauma (CE-CERT) eLearning, Oklahoma Department of Mental Health and Substance Abuse Services (ODMHSAS) Training Institute https://oklahoma.gov/odmhsas/learning-and-education/training-institute.html and the registration portal https://odmhsas.interactyx.com/

Secondary Traumatic Stress: Understanding the impact on professionals in trauma exposed workplaces, NCTSN Learning Center: https://learn.nctsn.org/
Using the Secondary Traumatic Stress Core Competencies in Trauma-Informed Supervision
https://www.nctsn.org/resources/using-secondary-traumatic-stress-core-competencies-trauma-informed-supervision

Virtual Calming Room website from Sacramento City Unified School District, that has tools and strategies for students, families, and staff; which can be used by others.
https://calmingroom.scusd.edu/

Post about some Mental Health/Wellness apps/online concerns:
https://www.pacesconnection.com/blog/language-for-some-mental-health-or-and-wellness-apps-or-and-online-concerns