



Hogg Foundation  
*for Mental Health*  
THE UNIVERSITY OF TEXAS AT AUSTIN

## *New Ways of Thinking*

# Addressing Mental Health & Wellness for Individuals with Intellectual and Developmental Disabilities

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Services, Texas HHSC

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of Baltimore

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Mental Health at The University of Texas at Austin

## Why is this conversation important?

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- Individuals with intellectual/developmental disabilities (IDD) experience trauma and mental health conditions at significantly higher rates than those without disabilities.
- Mental health conditions are often overshadowed by the disability leaving mental illness or the consequences of trauma unaddressed.
- Access to state-of-the-art mental health assessment, diagnosis, treatment and support is limited for individuals with IDD.
- Individuals with IDD deserve opportunities for recovery and mental wellness.

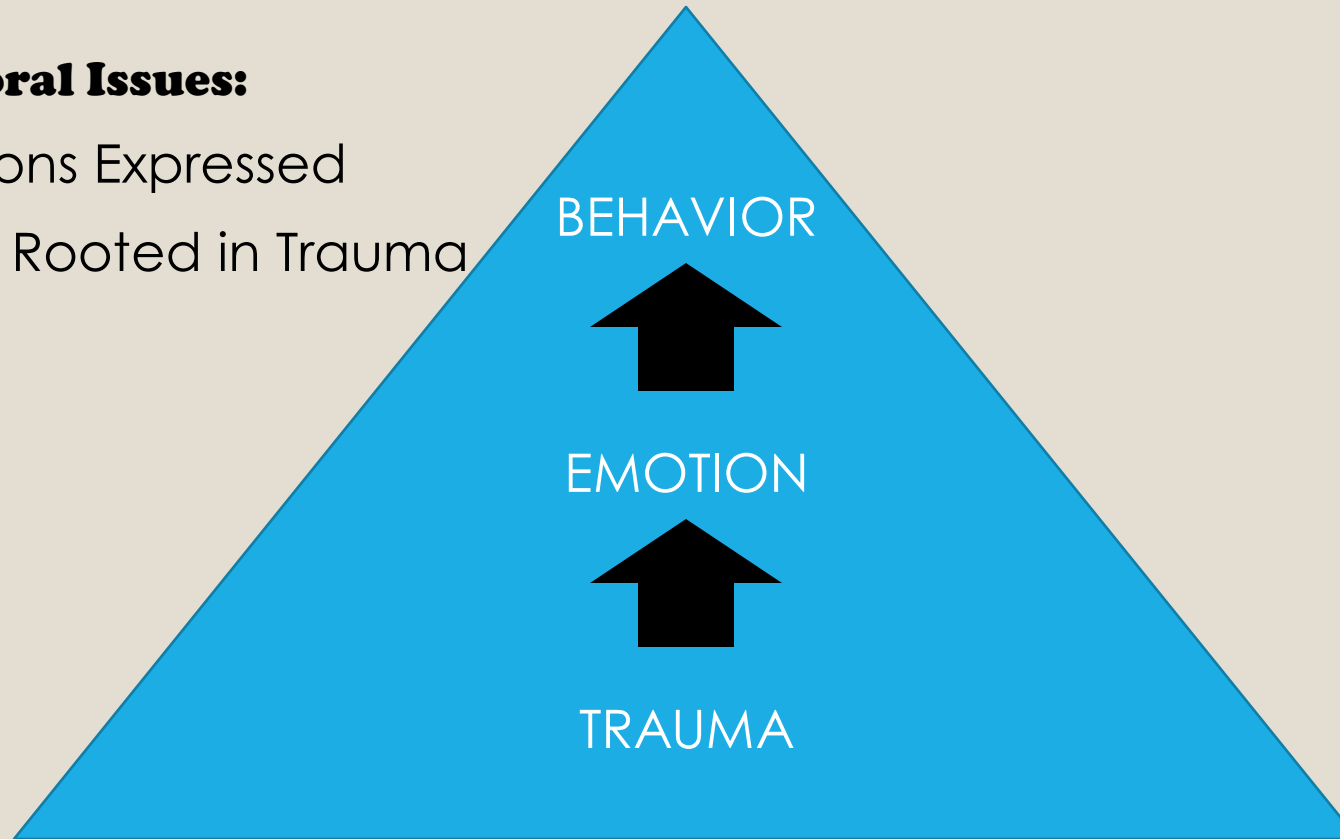
# Beyond “Behaviors”

Karyn Harvey, PhD.  
The Arc of Baltimore

# The Behavioral Pyramid

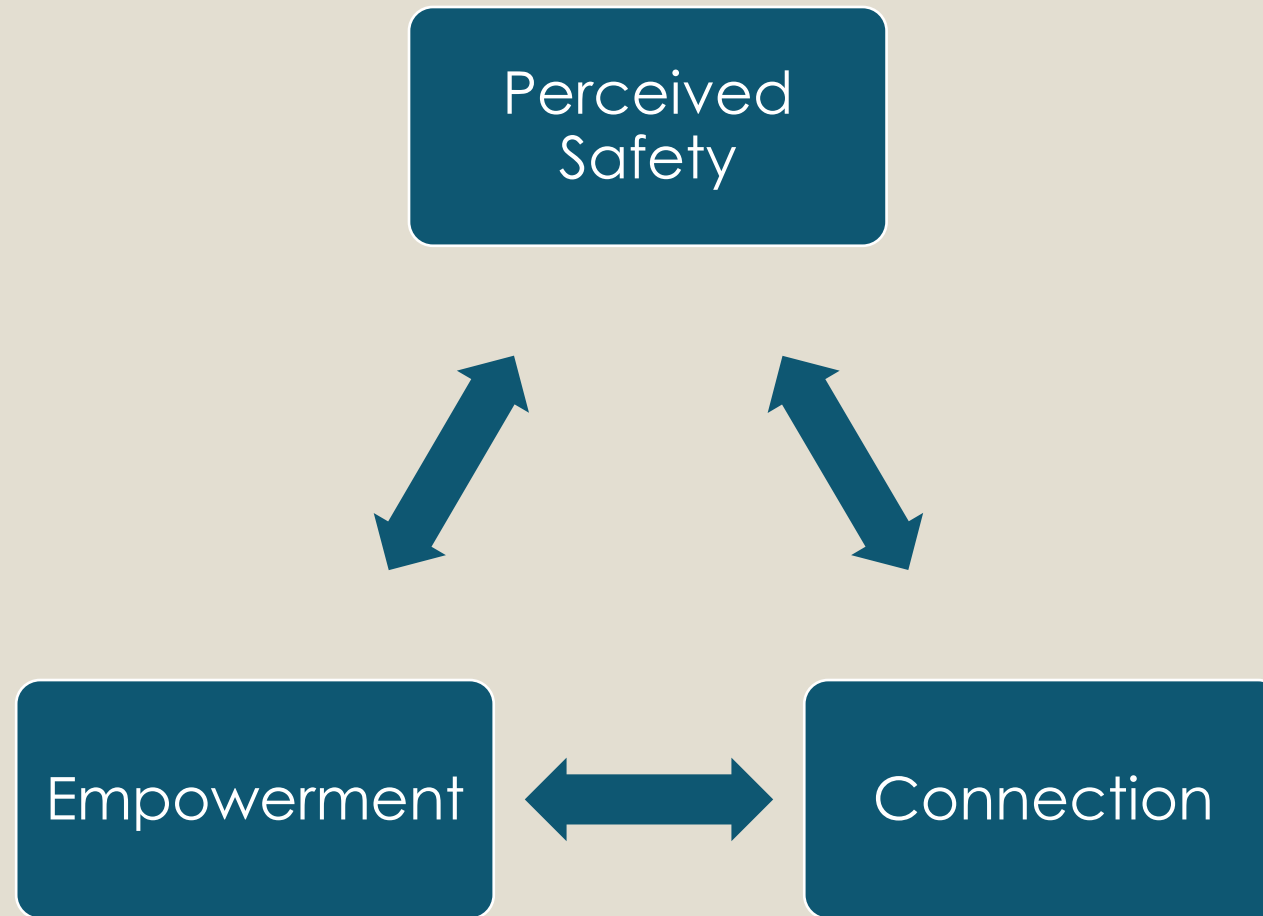
## **Behavioral Issues:**

- Emotions Expressed
- Often Rooted in Trauma



When we only address the behavior,  
we miss the true cause and root of difficulties

# Ingredients Necessary for Post traumatic Recovery



# Mindfulness Training Study

	Ages	Male	Female	Psychosis	Autism	Mood Disorder
Staff	18 to 59	13	15	0	0	1
Individuals	20 to 35	10	5	5	0	4

Participants were trained for 2 hours, once a week for 12 weeks –

## RESULTS

<b>Incidents – altercations</b>	<b>19.27</b>	<b>12.98</b>
Verbal Redirections	8.47	3.74
Physical Restraints	3.27	0



National Technical Assistance Center  
for Children's Mental Health

GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT



# Resources to Support Trauma-Informed Systems and Providers

Diane M. Jacobstein, PhD  
Georgetown University



# Web Tool Designed for Decision Makers

## Trauma Informed Care: Perspectives and Resources

A comprehensive web-based, video-enhanced resource tool



<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/>

# Collaboration of Georgetown and JBS International



## Trauma Informed Care: Perspectives and Resources

A collaborative project with JBS International, Inc.  
and Georgetown University National Technical Assistance Center for Children's Mental Health

Resilience  
treatment  
Healing

Home

Understanding the  
Impact of Trauma

Trauma-Informed Child-  
Serving Systems

Creating Trauma-  
Informed Provider  
Organizations

Evidence-Based  
Treatments Addressing  
Trauma

Public Health Approach  
and Cost-Benefits of  
Trauma-Informed Care

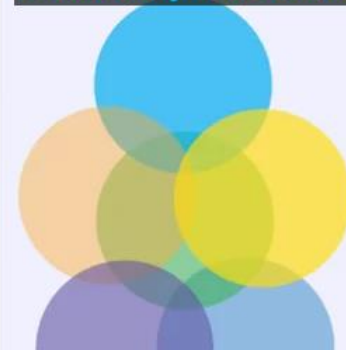
Youth and Family  
Perspectives on Trauma-  
Informed Care

One Year Later

## Trauma Informed Care: Perspectives and Resources

A comprehensive web-based, video-enhanced resource tool

Introductory Video to the tool



# Trauma Informed Care

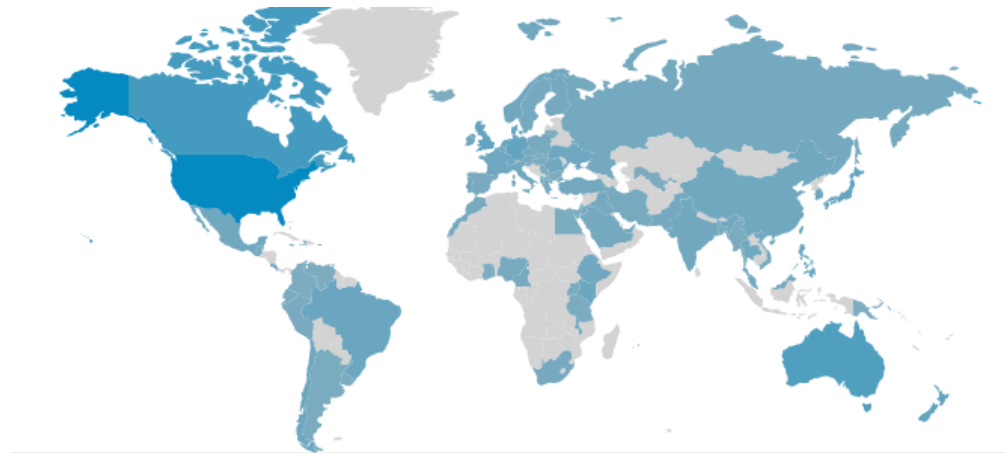


<http://trauma.jbsinternational.com/traumatool/>

# International Interest in “Trauma-Informed Care: Perspectives and Resources” Tool

## “Vimeo” Statistics as of July 2015

- Over 129,000 Hits
- 94 Countries
- Countries Most Often Viewing the Videos:
  - United States
  - Canada
  - Australia
  - New Zealand
  - Japan



## LINKS TO THE TOOL:

<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/>  
or <http://trauma.jbsinternational.com/traumatool>

The screenshot shows the website's header with the logo (five overlapping circles in blue, orange, yellow, green, and purple) and the title "Trauma Informed Care: Perspectives and Resources". Below the title is the text: "A collaborative project with JBS International, Inc. and Georgetown University National Technical Assistance Center for Children's Mental Health".

The left sidebar contains a list of modules:

- Trauma Informed Care Home
- Understanding the Impact of Trauma
- Trauma-Informed Child-Serving Systems
- Creating Trauma-Informed Provider Organizations
- Evidence-Based Treatments Addressing Trauma
- Public Health Approach and Cost-Benefits of Trauma-Informed Care
- Youth and Family Perspectives on Trauma-Informed Care
- One Year Later
- What's Next?

The main content area features a video player titled "Introductory Video to the tool". The video thumbnail displays the same five-circle logo and the text "Trauma Informed Care". The video player includes a heart icon, a clock icon, and a share icon. A progress bar at the bottom shows "04:45".

Three blue callout boxes with arrows point to specific elements:

- A callout box on the right points to the text "Partnership with JBS International".
- A callout box at the bottom left points to the sidebar menu and is labeled "8 Modules".
- A callout box at the bottom right points to the video player and is labeled "9 Introductory Videos".



# Trauma Informed Care: Perspectives and Resources

A collaborative project with JBS International, Inc. and the National Technical Assistance Center for Children's Mental Health



Other Summary Documents



5 Issue Briefs

7 Sets of Annotated Resources

 Resources



Example of video from Module 1: Understanding the Impact of Trauma

**Impact on the Brain.** Children experience the impacts of traumatic stress not only emotionally but also through physical changes in the brain architecture. These changes significantly influence child development. This video provides information on the impacts of trauma on the developing brain, why these impacts matter, and how to use the information to develop programs to help children who have experienced trauma.

27 Content Videos



# Trauma Informed Care: Perspectives and Resources

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CONNECT WITH US:      

Home

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Trauma-Informed Care

Youth and Family

## Module 2: Trauma-Informed Child-Serving Systems

Please click on the **Issue Brief** to learn more about trauma-informed care in child-serving systems. Then watch the **Video Interviews** to hear from individuals who provide background and share lessons learned. For a comprehensive list of links to additional resources and materials, click on **Resources** on the bottom of the page.

 **Issue Brief**  **Module 2 Feedback Survey**



Introductory Video to Module 2.



<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module2.html>

# Intellectual/Developmental Disabilities and Trauma



**Intellectual/Development Disabilities and Trauma.** Children and youth with intellectual and developmental disabilities, including those with co-occurring emotional disorders, are more likely than their nondisabled peers to be victims of acute and chronic trauma. Systems and organizations touching the lives of this population need to provide training to ensure signs and symptoms of trauma are recognized rather than attributed to the person's disability and to implement practices to help the children heal and develop positive identities. In this video, experts, family members, and a young adult with autism provide insights into how systems and organizations can support this vulnerable population.

<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module2.html>

# Safety Without Seclusion and Restraint



**Safety Without Seclusion and Restraint.** For several decades, policymakers, clinicians, teachers, school principals, and direct care providers in child-serving systems have been challenged to reduce the use of seclusion and restraint, especially in residential and school settings. This video highlights the importance of avoiding restrictive procedures whenever possible. The video also illustrates how some providers have changed their practices; implemented creative methods to keep staff and youth safe without re-traumatizing them; and, in the process, reduced staff turnover, staff and youth injuries, and costs.

<http://gucchdtacenter.georgetown.edu/TraumaInformedCare/Module2.html>



# DC Developmental Disabilities Administration Health Initiative at Georgetown

- Georgetown University Center of Excellence in Developmental Disabilities  
Pilot with nine residential service providers
- Consultant assigned to visit each agency
- City-wide and on-site training on trauma informed care
- Developing a plan with change team in each agency

## DDA Trauma Informed Care Initiative (continued)

- Critical incident review
- Monthly teleconference- Office Hours
- Different needs and different approaches
  - Examples:
    - Therapy group for people with trauma history
    - Data review-house with highest critical incidents
- Cross-agency conference in September
- Sessions for clinicians, program directors, coordinators



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# Gary Jessee, Executive Deputy Commissioner of Medical and Social Services, Texas Health and Human Services Commission

A man of many words and much wisdom,

but no powerpoint slides.

**National Child Traumatic Stress Network (NCTSN) and  
the Hogg Foundation for Mental Health**



**The Road to Recovery:  
Supporting Children with IDD Who Have Experienced Trauma**

# Components of the Toolkit

National Child Traumatic Stress Network (NCTSN) and the Hogg Foundation for Mental Health

## ❖ About the toolkit:

- Facilitator's Guide
- Videos
- Participant Manual
- Case Vignettes
- Board Game/Activities
- Slide Kit
- Supplemental Materials

Link to the toolkit:

<http://nctsn.org/products/children-intellectual-and-developmental-disabilities-who-have-experienced-trauma>

*Note: You will need to create an account to log in, but the toolkit is free to everyone.*



**Module One: Setting the Stage**

**Module Two: Development, IDD & Trauma**

**Module Three: Traumatic Stress Responses in Children with IDD**

**Module Four: Child & Family Well-Being & Resilience**

**Module Five: IDD- & Trauma-Informed Services & Treatment**

**Module Six: Provider Self-Care**



**National Child Traumatic Stress Network (NCTSN) and the Hogg  
Foundation for Mental Health**

# Additional Resources

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- ❖ The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma – ***Free Training Toolkit***, <http://learn.nctsn.org/enrol/index.php?id=370>
- ❖ Mental Health and Wellness of Individuals with Intellectual and Other Developmental Disabilities – ***Free Online Training***, <https://tango.uthscsa.edu/mhwidd>
- ❖ Karyn Harvey, Ph.D. -- ***Positive Identify Development: An alternative treatment approach for individuals with mild and moderate intellectual disabilities***
- ❖ Karyn Harvey, Ph.D. – ***Trauma-Informed Behavior Interventions: What Works and What Doesn't***
- ❖ NADD – National Association of People with Developmental Disabilities and Mental Health Challenges, [www.nadd.org](http://www.nadd.org)



# Contact Information:

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