New Ways of Thinking
Addressing Mental Health & Wellness for Individuals with Intellectual and Developmental Disabilities

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Why is this conversation important?

- 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

- Perceived Safety
- Empowerment
- Connection
Mindfulness Training Study

<table>
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<th></th>
<th>Ages</th>
<th>Male</th>
<th>Female</th>
<th>Psychosis</th>
<th>Autism</th>
<th>Mood Disorder</th>
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<tr>
<td>Staff</td>
<td>18 to 59</td>
<td>13</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<tr>
<td>Individuals</td>
<td>20 to 35</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>4</td>
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</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Before Training</th>
<th>After Training</th>
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<tbody>
<tr>
<td>Incidents – altercations</td>
<td>19.27</td>
<td>12.98</td>
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<td>Verbal Redirections</td>
<td>8.47</td>
<td>3.74</td>
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<td>Physical Restraints</td>
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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 comprehensive web-based, video-enhanced resource tool

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
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.
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.

Introductory Video to Module 2.
Intellectual/Developmental 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.

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://guchdtacenter.georgetown.edu/TraumaInformedCare/Module2.html
• 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
• 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
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.
The Road to Recovery:
Supporting Children with IDD Who Have Experienced Trauma

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

About the toolkit:

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

Link to the toolkit:

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

- The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma – *Free Training Toolkit*,

- Mental Health and Wellness of Individuals with Intellectual and Other Developmental Disabilities – *Free Online Training*,
  [https://tango.uthscsa.edu/mhwidd](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)
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