

Intellectual and Developmental Disabilities in the Mental and Behavioral Health Care Setting

Module 02

Trauma Informed Care for Individuals with I/DD

PARTICIPANT'S GUIDE

Trauma Informed Care for Individuals with I/DD

OUTLINE

Trauma Informed Care & IDD

- a. Principles of TIC
- b. Risks of trauma
- c. Signs of Trauma
- d. Safe Spaces and Communication

INTRODUCTION

Individuals with I/DD are particularly vulnerable to trauma and abuse and require trauma-informed care that addressed their unique needs and communication challenges.

Trauma Informed Care (TIC), as you may be familiar with, is a framework for organizations to provide safe, person-centered care to all individuals, and reduce the risk of re-traumatizing individuals as they seek treatment and help.

The principles and values of Trauma Informed Care according to the Institute on Trauma and Trauma-Informed Care,



Universal Precautions

Principals of Trauma Informed Care

are Safety, Trustworthiness, Choice, Collaboration, and Empowerment. Universal Precaution is the idea of applying these principles and values in all our interactions to reduce the likelihood of re-traumatization. These values are equally important in working with individuals with an I/DD diagnosis as with an individual without such a diagnosis.

providing care with Universal Precautions



Safety



Trustworthiness



Choice

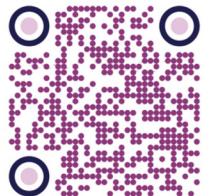


Collaboration

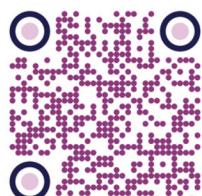


Empowerment

Trauma Resources



Trauma's Effect on the Brain Video



ACL: The
LINK
center,
Trauma
Resources



Relias Blog:
Articles on
TIC for I/DD



What is
TIC?

Impacts of Trauma



Thinking



Memories



Worldview



Feelings



Learning

General Sources of Trauma



Personal

- Inability to communicate
- Bullying
- Confusion



Physical

- Medical intervention
- Pain
- Not getting needs met



Situational

- Isolation
- Change in caregivers
- Multiple placements
- Restraint/Seclusion



Psychological

- Fears/anxieties
- Shame
- Repeated Failures
- Confusion

Signs and Symptoms



Cognitive effects

- Difficulty acquiring new skills
- Difficulty processing new information
- Poor verbal communication or loss of communication ability



Physiological effects

- Stomachaches
- Headaches
- Difficulty sleeping
- Loss of acquired developmental skills
- Bed-wetting and soiling
- Unexplained injuries



Behavioral effects

- Aggressive behavior
- Screaming or crying excessively
- Irritable mood
- Verbally abusive behavior
- Being fearful or avoidant of people or situations

Common Triggers



Environmental:

- Bright lights
- Loud noises

Sensory:

- Certain textures
- Smells

Relational:

- Tension in relationships
- Unfamiliar people
- White coat syndrome

Notes:

Tips for Trauma Informed Care



Address the individual by their first or preferred name



Limit background noise



Speak with the person, not the interrupter or staff



Make them feel safe emotionally and physically



Get tips from staff or family before meetings



Speak with the person at their level



Offer to take a walk with them for a few minutes or a walking session (if allowed) if they need to move



Refrain from using jargon

Create a Safe Spaces

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Fostering Safe Interactions

1 Greetings

Acknowledge their presence: always make sure the person knows you see them and are ready to engage.
Greet the person normally: begin with a warm genuine greeting just as you would with anyone else.

2 Personal Space

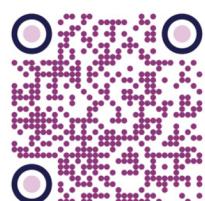
Maintain eye-level interaction: position yourself at eye level to foster connection and reduce any feelings of intimidation.
Respect personal space: be mindful of physical boundaries to avoid causing discomfort
Use appropriate touch: if touch is necessary, ensure it's supportive and not controlling. Be mindful of internal policies and procedures.

3 Communication

Consider non-verbal cues: pay attention to tone, cadence, posture, and facial expressions to ensure your message is received positively.
Use a calming and reassuring tone: end the conversation with a tone that is calm, reassuring, and affirming.
Avoid patronizing gestures or language: use simple, respectful language, avoid any actions that might feel demeaning.

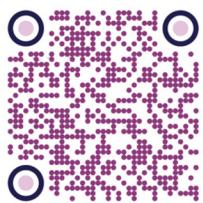
4 Engagement

Encourage participation with Visual Aids: use visual tools or gestures to facilitate understanding and engagement.
Speak to the person, not about them: direct your communication to the individual, showing respect and inclusion.



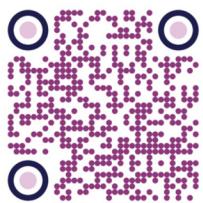
Cleveland
Clinic Video

Additional Resources



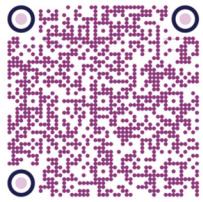
Mental Health and Developmental Disabilities National Training Center:

This center has lots of resources and trainings both for practitioners and individuals with I/DD and their caregivers. They also have a robust YouTube Channel with Webinars and Digital Storytelling where they highlight the stories of individuals with I/DD.



Administration for Community Living - The LINK Center:

This is a government funded site to help bridge the gap between mental health services and services for individuals with I/DD. There are many resources both for individuals and practitioners. They are all organized by topic, and several of those topic pages have been linked throughout this participant guide.



National Core Indicators - At a Glance:

This helpful PDF is included at the end of this guide. It gives an at-a-glance view of the latest data on individuals with I/DD gathered from the National Core Indicators. National Core Indicators works with several associations to gather data on I/DD systems in the US and data on the I/DD population. This PDF gives a good overview of many of the Social Determinants of Health and the I/DD population.

Reflection and Notes:

Something you want to remember...

Something you want to share...

Something that surprised you...

References Module 02

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