Presented by:
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RECOGNIZING AND RESPONDING TO TRAUMA IN INDIVIDUALS WITH IDD
WHAT IS TRAUMA AND TOXIC STRESS?

How To Recognize It In Those We Serve
Trauma

**DSM-5:**

Exposure to
Witnessing of
Learning of...

An event involving actual, threatened or perceived death, serious injury or threat.

**Neuroscience**

(van der Kolk, 2015):

Any event that sets off your fight or flight response in which you cannot fight or flee.

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Single Incident vs. Complex Trauma
(Herman, 1992)

Single Incident Trauma =
- Perceived life threatening situation with intense fear response
- Intrusive, avoidant, and hyperarousal symptoms present

Complex Trauma =
- A history of prolonged or repeated totalitarian control with resulting
- Alterations in
  - Affect regulation
  - Consciousness
  - Self perception
  - Perceptions of the perpetrator
  - Relations with others
  - Systems of meaning
Adverse Childhood Experiences (ACE) Factors

Red = humiliation

**ABUSE**
- Psychological/Emotional
- Physical
- Sexual
- Emotional Neglect
- Physical Neglect (includes food insecurity)

**HOUSEHOLD**
- Substance Abuse
- Mental Illness
- Loss of a Parent
- Mother treated violently
- Imprisoned household member (a stigmatized loss)
More ACES = More Adverse Effects & More Vulnerability to Being Trafficked

<table>
<thead>
<tr>
<th>Behavioral Health Effects</th>
<th>Physical Health Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Smoking</td>
<td>- Fractures</td>
</tr>
<tr>
<td>- Re-victimization</td>
<td>- Chronic Obstructive Pulmonary Disorder (COPD)</td>
</tr>
<tr>
<td>- Teen pregnancy</td>
<td>- Heart Disease</td>
</tr>
<tr>
<td>- Poor job performance</td>
<td>- Diabetes</td>
</tr>
<tr>
<td>- Violent relationships</td>
<td>- Obesity</td>
</tr>
<tr>
<td>- Alcoholism/Substance Abuse</td>
<td>- Hepatitis</td>
</tr>
<tr>
<td>- Depression</td>
<td>- Sexually transmitted diseases (STDs)</td>
</tr>
<tr>
<td>- Suicide</td>
<td>- Early Death</td>
</tr>
</tbody>
</table>
Additional IDD Factors Connected with **Humiliation**, Related to Higher Rates of Toxic Stress & Risk for Trafficking

- Use of isolation to control behavior
- Naturally occurring isolation
- Lower levels of social skills and social support
- An experience of learned helplessness
- Heightened family and maternal stress/depression
- Decreased adaptive coping styles
- Unrecognized trauma and abuse
- Low socioeconomic level

(Burke, 2013)
Specific risk factors for individuals with IDD

- Social powerlessness
- Communication skill deficits
- Diminished ability to protect oneself due to:
  - Lack of instruction on how to self protect
  - Limited resources
  - Limited to no ability to perceive treachery
  - Limited or inability to detect who is safe to be around
Perpetrators by Relationship to Victim, 2001

- Parents, 80.9%
- Other Relative, 6.8%
- Foster Parent, 0.5%
- Residential Faculty Staff, 0.2%
- Child Day Care Provider, 0.8%
- Unmarried Partner of Parent, 2.9%
- Legal Guardian, 0.2%
- Other, 4.5%
- Unknown or Missing, 3.2%
Who are the perpetrators?

Mostly people they depend on to protect them:

- 80% by Parents
- 10% by other Relatives, Partners, Guardians
- 1.5% by staff

- 91.5% of abusers are people charged with the care of those they abuse!
What is Safety and Why Does It Matter?

Safety is the Cornerstone of our ability to Connect and Regulate.
Types of Safety

- Physical Safety:
  
  The ability to keep one’s body safe from harm.
Types of Safety

- Psychological/Emotional Safety: The ability to be safe with one’s self and other, and having access to environments where it is safe to express yourself & your feelings.
Social Safety: The ability to be safe in groups, which includes people respecting each other and their differences.
Types of Safety

- Moral Safety: Access to environments that support honesty and justice. For example not being asked to keep secrets for anyone.
<table>
<thead>
<tr>
<th>General Population</th>
<th>DD Population</th>
</tr>
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<tbody>
<tr>
<td>- According to the ACE study 28% - 40% of our population have experienced at least one ACE (Felitti, 1997).</td>
<td>- Valenti-Hein &amp; Schwartz (1995) show that 33% - 90% have experienced trauma</td>
</tr>
<tr>
<td>- Sexual Abuse: 1 in 5 males prior to age 18</td>
<td>- Females with mild ID sexual abuse is 5 x higher</td>
</tr>
<tr>
<td>- 1 in 3 females prior to age 18 (Schupp, 2004)</td>
<td></td>
</tr>
<tr>
<td>- Adverse Life Experiences (ALEs): 1 in 5 females will be sexually assaulted at college</td>
<td>- Males with moderate to severe IDD</td>
</tr>
<tr>
<td>Feeling Unsafe = Feeling:</td>
<td>Behavioral Response:</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Unnoticed, unimportant</td>
<td>Attention Seeking</td>
</tr>
<tr>
<td>Vulnerable</td>
<td>Agitation, bullying</td>
</tr>
<tr>
<td>Lost</td>
<td>Risk Taking</td>
</tr>
<tr>
<td>Unwanted, Unworthy</td>
<td>Disinterested in Life</td>
</tr>
<tr>
<td>Trapped</td>
<td>Self-injury</td>
</tr>
</tbody>
</table>

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Trauma = Feeling Unsafe
When ...

I am feeling

Unwanted, unworthy, disinterested in life, full of self hatred & deserving of harm

Trapped & am self injurious...

I need

To be included, affirmations, encouragement & reasons to care & people to care about me.

Attention to my pain, a band aid, nurturance, to be asked, “How can I help you feel safe?”
When...

I am

Feeling Unnoticed and unimportant and I am attention seeking...

Feeling vulnerable & hiding it behind agitation and bullying...

Feeling lost & risk taking...

I need

Positive Attention like a job, task or way to help someone or in some way

Limits connected with safety.

Physical activity & sensory integration (rhythmic movement)
Standing in the middle of the bridge…Traditional View:

1. Attention
2. Escape
3. Tangibles
4. Bored
5. Pain

Making it to the other side…We all want: (Burke, 2014)

1. To feel connected, accepted & loved
2. To feel safe & secure
3. To have some say in your life
4. To have a purpose in life
5. We are ALL HARDWIRED to avoid pain
Recognizing Trauma

What behavior might be telling us about someone’s trauma history

Cautions and Red Flags
# Common Reactions To Trauma

(Tizanno, 2014)  
www.viewsfromatreehouse.com

<table>
<thead>
<tr>
<th>Physical Reactions</th>
<th>Emotional Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jittery</td>
<td>Fear, inability to feel safe even in safe environments</td>
</tr>
<tr>
<td>Dizziness</td>
<td>Feeling helpless and hopeless</td>
</tr>
<tr>
<td>Muscle tension</td>
<td>Sadness, grief, depression</td>
</tr>
<tr>
<td>Rapid heartbeat</td>
<td>Loss of joy</td>
</tr>
<tr>
<td>Upset stomach</td>
<td>Anger, irritability</td>
</tr>
<tr>
<td>Easily startled</td>
<td>Guilt</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Apathy, Numbness, lack of feeling</td>
</tr>
<tr>
<td>Spacey</td>
<td>Emptiness</td>
</tr>
<tr>
<td>Teeth grinding</td>
<td>Blunted and then extreme emotions</td>
</tr>
<tr>
<td>Difficulty concentrating</td>
<td>Despair</td>
</tr>
<tr>
<td>Trouble breathing</td>
<td></td>
</tr>
<tr>
<td>Flinching</td>
<td></td>
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Common Reactions To Trauma
(Tizanno, 2014)
www.viewsfromatreehouse.com

Cognitive Reactions

- Changes in the way one thinks about self, other people and the world
- Being reminded of the trauma or frightened by simple events
- Hypervigilance
- Loss of trust
- Intrusive images, voices & feelings which can appear as oppositional behavior or aggression

- Loss of self-esteem
- Nightmares
- Denial
- Difficulty focusing or making decisions
- Self-denigrating
- Spaceyness or blank stares
- Inability to sequence, problem solve or execute action (turning thoughts into actions)

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Behavioral Reactions
(Tizanno, 2014)
www.viewsfromatreehouse.com

- Alcohol and/or drug abuse
- Avoidance of situations
- Exaggerated startle response
- Isolation from others
- Change in sexual behavior
- Physical complaints
- Neglect of hygiene, health and daily activities
- Anger outbursts
Posttraumatic Play Vs. Normal Play

**Posttraumatic Play is**
- Intense
- Joyless
- Repetitive
- Often self focused

**Normal Play is**
- Spontaneous
- Joyful
- Creative and varies over time
- Seeks to share enjoyment with others
Re-Enactment

Is intense, joyless repetitive interactions, actions, play or drawing that represents or re-enacts the trauma. This is done on an “unconscious” (implicit memory) level.
Types of Problem Sexual Behaviors that Can Arise from Re-enactment

- Sexually preoccupied (thought, language, art, tunnel vision)

- Compulsive behaviors, such as excessive masturbation, often not responsive to limits

- Sexual acting out on others

*These precocious sexualized behaviors occur only through experience or exposure*

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Biologically Based Fear Responses AKA Looking for Dopamine in all the Wrong Places

Strategies for disconnection are an intense yearning for connection in an atmosphere of fear.

Maureen Walker
Biologically Based Fear Responses (Forbes & Post, 2007)
AKA Looking for Dopamine in All the Wrong Places

Addictions
1. Drugs
2. Gambling

Food issues
1. Gorging
2. Starving
3. Purging

Self harm
1. Manipulating
2. Lying
3. Stealing
4. Hording
5. Aggression
The Lose – Lose of Power Struggles

If you WIN the Power Struggle...
You are now associated with the perpetrator; the person who had power over them and hurt them.

If you LOSE the Power Struggle:
You are now associated with the person who did not protect them.

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Lying is Learned When

Reality is not allowed to be real

The truth is what you need it to be to get the job done

Workbook P. 28
Interventions for Lying

Identify their goal - Their perceived need for the lie.

1. To Avoid Punishment?
2. To access a perceived need?
3. To solve a problem?

Workbook P. 28 -29
<table>
<thead>
<tr>
<th>Challenges Struggles</th>
<th>Strength Successes</th>
<th>I am Feeling</th>
<th>I need</th>
<th>Interventions</th>
<th>Person Responsible for the intervention (i.e.: CPST/therapist/parent/M D, etc.) (if known)</th>
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| Lying                | Determined & Creative | Afraid of Punishment | To be told & shown that this is a safe place to make a mistake and tell the truth. | 1. Identify safe people to ask.  
2. Develop with them the words to tell what really happened.  
3. Practice saying what happened  
4. Highlighting that they are still safe. | Who could help with this in your system?  
Name all people & their roles that apply. |
<p>| Lying                | Determined &amp; Creative | Trying to meet a perceived need | Help identifying the need &amp; finding a new way to meet it. | Focus &amp; reflect the underlying wish/need not the accuracy of the content. E.g. “It would be great to be able to…” | Therapists can help them explore the wish &amp; staff can help them meet the need in another way. |</p>
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<tbody>
<tr>
<td>Lying</td>
<td>Determined &amp; Creative</td>
<td>Trying to solve a problem</td>
<td>Without being shamed help exploring other ways to solve the problem.</td>
<td>1. Help them identify the problem. 2. Empathically reflect back to them the problem as they see it. 3. Collaboratively problem solve (CPS) 4. Use their creativity to help them develop a plan with concrete steps.</td>
</tr>
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Who could help with this in your system? Name all people & their roles that apply.

On some teams the behavior specialists helps with this & helps the team members learn how to do this.

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“Right now I know it’s important for you to believe that you did not do that, but we’re going to keep talking about and working on these things.”

~Eliana Gil, (2013)
Is nothing more than a survival skill learned by those who do not have direct access to the resources they need to survive.

To address manipulation, teach individuals how to:
- directly seek what they need
- when it is safe to do so and
- Identify and teach the safe adults in their lives to respond directly.

**Workbook P. 29**
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<tr>
<td>Manipulation</td>
<td>Determined &amp; Creative</td>
<td>Afraid of asking directly for what I need or want</td>
<td>Practice with safe people directly asking for what I need or want</td>
<td>1. Without shaming, help them identify the difference between wants &amp; needs. 2. Identify safe people to ask. 3. Develop with them the words to ask directly. 4. Practice asking directly 5. Rinse &amp; Repeat</td>
<td>Who could help with this in your system? Name all people &amp; their roles that apply.</td>
</tr>
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The Top 5 Things to Remember When Addressing Biologically Based Fear Responses

Irritation Equals Fear (Forbes & Post, 2007)

All behavior is purposeful (Sigmund Freud)

Everything an abused person does after the abuse is designed to give them a sense of safety (Gil, 1991)

Connect Limits with safety (Use the Safety Script)

The one whose amygdala is calm wins! (Forbes & Post, 2007)
In the brain...

Irritation = Fear

(Forbes & Post, 2007)

You will see or feel anger, aggression, risk taking & self-injurious behavior...

rather than sadness or fear
THE ESSENTIAL ELEMENT OF TRAUMA INFORMED CARE IS CHANGING THE QUESTION FROM:

What’s wrong with you?
To...
What happened to you?
And
What did you do to survive?
Reframing the Problem: What Did They Do To Survive?

- ACES are the nation’s most basic health problem. (Garner,)

- What presents as “the problem” is actually what the person did to survive.

- Do not mistake what the person did to survive as the problem.

- You cannot take away what they did to survive (the problem behavior) without giving them a safe replacement behavior.

- The brain will fight any change that includes removing a behavior instead of replacing it with something else.
But, what can I do?

Healing the Pain
One Interaction at a Time
Everything an abused person does after the abuse is designed to give them a sense of safety.

~ Eliana Gil
And when they share their trauma, what do I say?

1. **Reflect** back to them with compassion what you heard.

2. **Honor** their courage for surviving and sharing. “You have worked hard to survive. Thank you for sharing what happened and what you did to survive with me.”

3. **Connect** them with safety & supports.
Safety First:

How to create and promote feelings of safety

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Building Your Life Raft/What Floats Your Boat?

1. What Activities Soothe You (Doing, Seeing, Touching, Smelling)
2. What Activities Give You Joy or Lift You Up (Doing, Seeing, Touching, Smelling)
3. What Music Soothes You
5. How or what gives you a sense of play
6. Who You Gonna Call?
Trauma Treatment Options for Individuals with ID/DD

- Sensorimotor Psychotherapy or Sensory Integration Psychotherapy
- Adapted Dialectical Behavior Therapy (DBT)
  - This adaptation work is being done in Franklin, Hamilton and Clermont Counties
- Interactive Behavior Therapy (IBT) developed by Nancy Razza & Daniel Tomasulo
- Problem Sexual Behaviors Therapy developed by Eliana Gil
- Trauma Focused – Individual Play Therapy (TF-IPT) developed by Eliana Gil
Stress that therapy is NOT a punishment or a consequence for behavior.

- **NEVER SAY:** “I am going to tell your therapist on you.” Therapist ARE NOT principals.

- **Say:** It is a safe place to talk about anything you want.

- **Say:** What you tell this person, they do not tell anyone unless you want them to tell or unless someone is hurting you and then they will help you be safe.
**Tips for Explaining Therapy: Making Therapy Make Sense**

- **Say:** That they do not have to talk with the therapist. People cannot say yes, until they are allowed to say no. After a lifetime of being taught compliance, it is important for them to understand that therapy is a choice.

- **Do not** expect the therapist to tell you what the person you support has discussed.

- **Do** ask the therapist for help with ways to assist the person you support in feel safe. They can help you replace control with comfort.
The Top 5 Resilience Factors

5. Autonomy (Agency):

What do I have control over?
What decisions can I make for my life?
How do I define power and control?
How do I use & how do I want to use my powers of influence?
The Top 5 Resilience Factors

4. **Self Esteem**
   A. **Sense of Self** – Personal Preferences
      likes & dislikes

   B. **Sense of Self** – Worth
      When do you feel loved and valued.

   C. **Sense of Self-efficacy** –
      How do I affect change? How do I make things happen?
The Top 5 Resilience Factors

3. External Support Systems

- Friends
- Pets
- Extended Family
- Neighbors
- People at Church
- Even Positive Fantasy
The Top 5 Resilience Factors

2. Affiliation (with a cohesive supportive group that works together toward a positive goal)

- Scouts
- Sports
- 4 H
- Church Youth Group
- Games for Change
- SPARK - Lynn Michael Brown
The Top 5 Resilience Factors

Positive Experiences with people outside the abusive environment, especially people in positions of authority
To embrace the power of relationship will change society as well as psychology ~ Jean Baker Miller
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