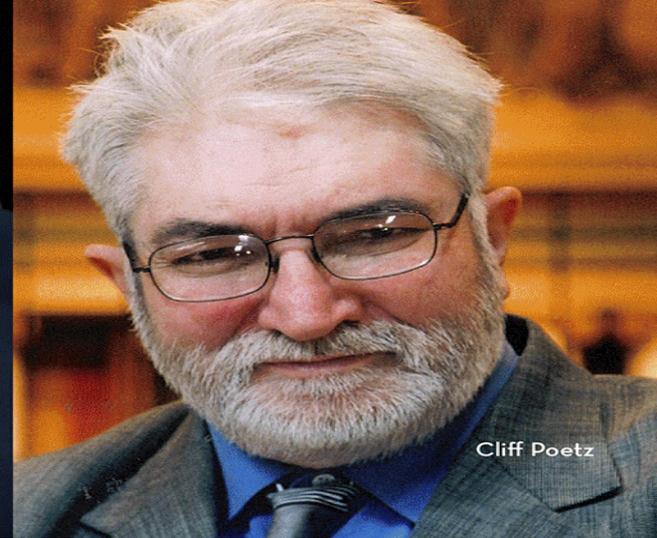




Amy Hewitt



John Smith



Cliff Poetz



I AM DRIVEN TO  
PROFESSIONALIZE THE DIRECT  
SUPPORT WORKFORCE



I AM DRIVEN TO RETHINK  
WHAT ACCESSIBILITY MEANS



I AM DRIVEN TO  
MAKE HOME OWNERSHIP A  
REALITY FOR PEOPLE WITH  
DISABILITIES

# Positive Behavior Support Intensive Training day 4



# Training Outcomes

- Analyze the Person-Centered information, ABC data, and the findings from the indirect interview
- Construct a Positive Behavior Support Plan
  - What is the function of the behavior
  - What are the patterns in the antecedents/setting events
  - What are a minimum of 2 setting events/antecedent events
  - What is a function-based intervention (Differential reinforcement of alternative behavior)
- Understand how Trauma impacts behavior



# TEACHING APPROPRIATE ALTERNATIVES



# Assessing an Individual's Communication Skills

- Interventions for Reinforcing Current Communication Skills
  - Effective and Efficient Reinforcement for Appropriate Communicative Alternatives
- Interventions for Teaching New Skills
  - List skills needed to communicate
  - Plan for Prompting
  - Fade Prompts and Support Over Time
  - Ensure Effective and Efficient Reinforcement for Appropriate Communicative Alternatives



# Teaching New Skills

- Identify an appropriate communicative alternative that serves the same function as the challenging behavior.

Important considerations of the alternative response:

- The alternative response should be efficient (Occur just as quickly or quicker)
- The alternative response should be less effortful
- The alternative response should result in just as good (or better) reinforcement.





# Steps for Teaching New Skills

- Write an operational definition of the appropriate alternative behavior
- MODEL the replacement behavior with examples and non-examples
- PROMPT the individual with reminders, visual cues, etc.
- REINFORCE immediately with specific praise for performance of the appropriate alternative behavior



# Prompting Strategies

- **Response prompts:** Assisting the learner to produce the form of a response.
- **Stimulus prompts:** Manipulating materials or aspects of the environment to increase the probability of a response.
- **It is important to consider the level of prompting provided:**
  - We want to provide the least “intrusive” level of prompting
  - We want to fade prompting and build towards independence and spontaneity of skills
  - We want to consider the age of the person and the context in which we are delivering the prompt
    - To prompt someone with respect



## Types of Response Prompts

- **Temporarily lessen complexity of skill** = e.g., loosen cap of toothpaste so it is easier to open, start with shoelace partially tied.
- **Verbal** = e.g., “Say help”
- **Gestural** = e.g., Point to an untied shoe.
- **Model** = e.g., Demonstrate how to put the toothpaste on the toothbrush or how to use the cash register.
- **Written** = e.g., Task list with broken down steps to cross off
- **Visual** = e.g., Task list with broken down visual pictures to pull off of Velcro’ed strip.
- **Partial Physical Prompt** = Touch a person’s hand to physical indicate that a sponge should be picked up.
- **Full Physical Prompt** = Place a hand over the person’s hand and guide the spoon to the person’s mouth.



# Stimulus Prompts

- Stimulus prompting involves establishing an independent response and then maintaining it under increasingly more difficult circumstances



# Sequences of Prompts to Support Acquisition and Prompt Fading: Most-to-Least Hierarchy

## **Most to Least Prompt hierarchy**

- The interventionist provides the least intrusive prompt that consistently results in a correct response approximation
- Across successful opportunities the prompt is faded
- (remember to fade quickly)
- Need some criteria for when to move to a less restrictive prompts.
  
- **Benefits:**
  - More errorless learning (could lessen likelihood of frustration)
  - May be good for harder/more complex/novel skills
  
- **Drawbacks:**
  - Harder to fade
  - Lessen likelihood of spontaneity of new response



# Sequences of Prompts to Support Acquisition and Prompt Fading: Least-to-Most Hierarchy

## Least to most prompt hierarchy

- The interventionist applies the least intrusive prompt first,
- Then progresses through the sequence of prompts until the learner performs the desired behavior
- Need criteria for when to jump in with prompt.
- **Benefits:**
  - Increased likelihood of independence/spontaneity of the response
  - Easy to fade
- **Drawbacks:**
  - The person may error before receiving prompt, which may increase frustration
  - May lead to error pattern



## Stimulus Prompts

- **Movement Cue** –occurs when an instructor identifies the correct response by pointing, touching or looking at the item.
- **Position Cue** – occurs when the target item is placed in a different position than the rest of the items to help elicit the correct behavior.
- **Redundancy Cue**- occurs when one or more dimensions of the target (such as color, size or shape) are exaggerated and paired with the correct response.



# Task Analysis

- Task analysis
  - Multiple-step tasks
  - YOU break down the task, then assess an individual's ability to complete each step



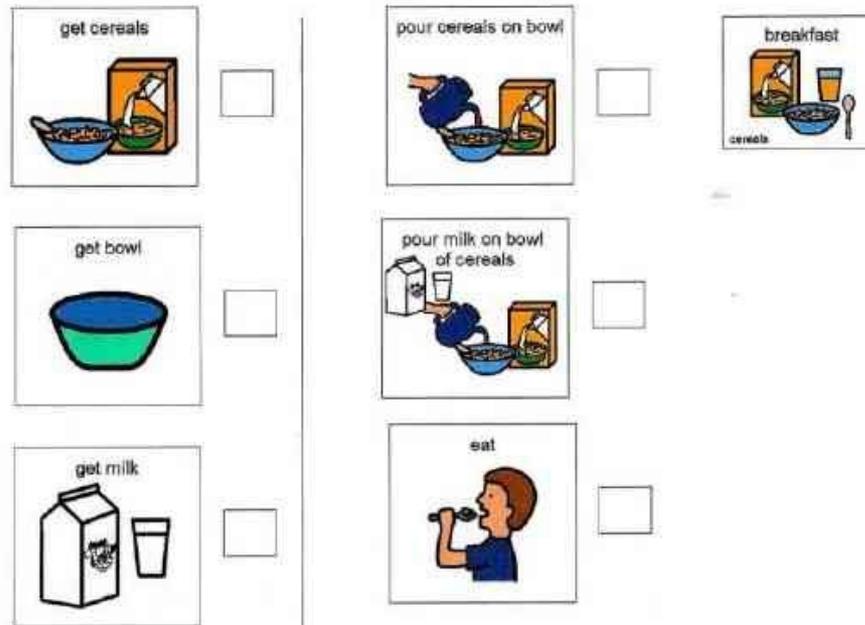
## Writing a Good Task Analysis

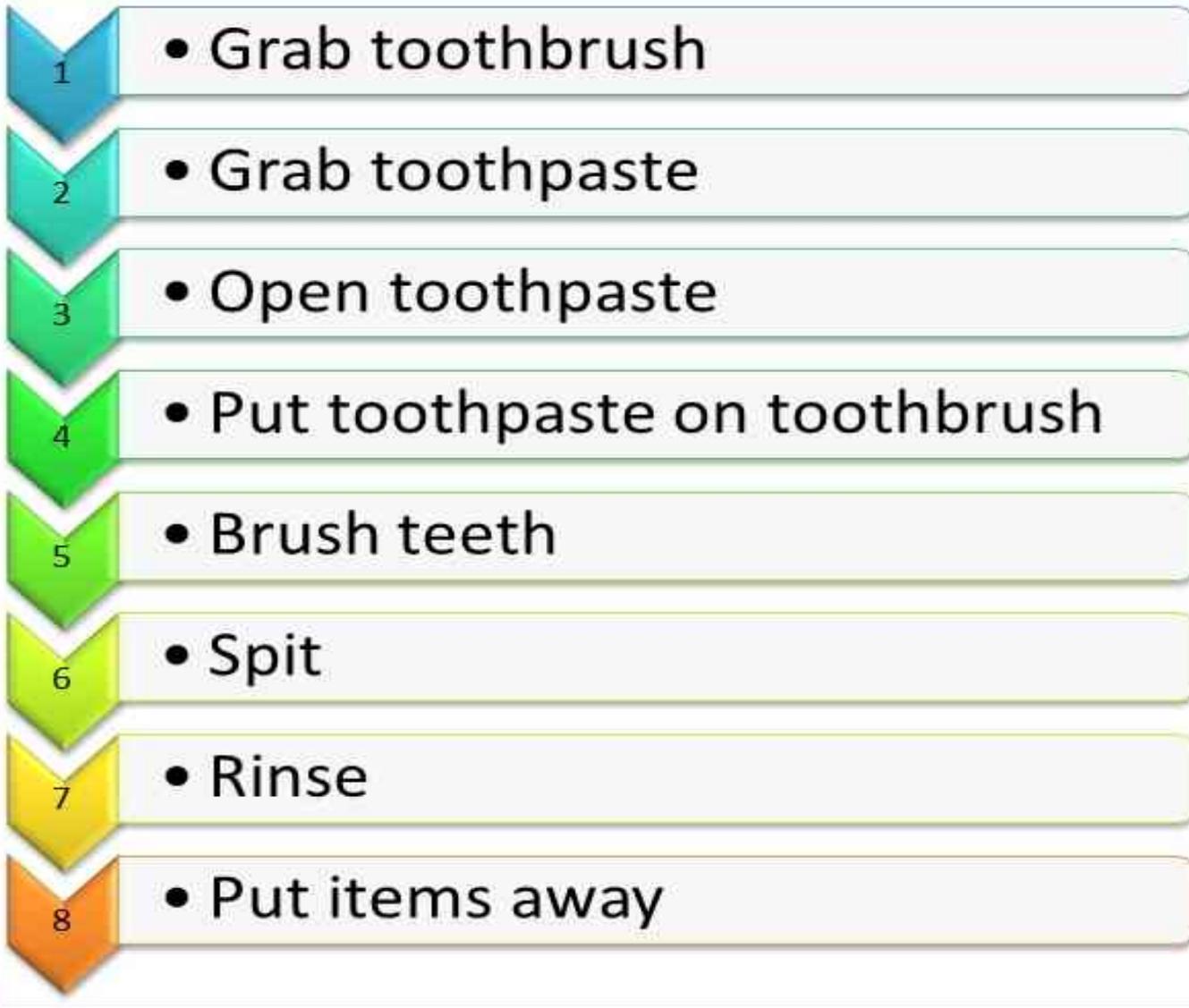
- Know the individual's prerequisite skills
- Be specific with naming of objects
- Quality control-have someone perform the task
- Use action verbs
  - Locate, Identify, Put, Place, Identify
- Match the instructions to the functioning level of the individual



# Example Task Analysis

## Visual Task Analysis: Prepare Breakfast (Cereals)





## Task Analysis for Brushing Teeth

(Pictures can be added for students that need additional visual supports)

1. Pick up the tooth brush
2. Wet the brush
3. Take the cap off the tube
4. Put paste on the brush
5. Brush bottom teeth on left side
6. Brush bottom teeth on right side
7. Brush bottom teeth in front
8. Brush top teeth on left side
9. Brush top teeth on right side
10. Brush top teeth in front
11. Brush tongue
12. Spit in sink
13. Rinse brush
14. Put brush in holder
15. Get cup and fill with water
16. Rinse mouth and spit in sink
17. Put cup away
18. Put cap back on tube of toothpaste
19. Wipe face with towel if wet
20. Clean sink area with towel



- Step 1: **Find** vending machine room
- Step 2: **Identify** soda vending machines (SVMs) in vending machine room
- Step 3: **Search** SVM 1 for desired soda brand (X)
- Step 4: **Search** SVM 2 for desired soda brand (X)
- Step 5: **Search** SVM 3 for desired soda brand (X)
- Step 6: **Search** SVM 3 for cost of Brand X
- Step 7: **Search** SVM 3 for money slot
  - Does it accept quarters only?
  - Does it accept dollars and quarters?
- Step 8: **Find** change in pocket
- Step 9: **Get** change from pocket
- Step 10: **Examine** change for quarters
- Step 11: **Get** wallet from pocket
- Step 12: **Examine** bills in wallet for \$1.00 bills
- Step 13: **Get** one \$1.00 bill from wallet
- Step 14: **Put** wallet in pocket
- Step 15: **Put** unneeded change in pocket
- Step 16: **Insert** money into SVM 3
- Step 17: **Select** Brand X on SVM 3 button array
- Step 18: **Get** soda
- Step 19: **Enjoy** a refreshing beverage

**Figure 11.2** Example of a task description for the task of buying a beverage from a vending machine.



# Create a Task Analysis

- Break down the following skill into a task analysis to support someone who is seeking employment at the Mall of America.

## ***Riding the bus (and/or light rail) from the Mall of America to the DHS Elmer Anderson building***

1. Work with your group to identify the steps
2. Put the steps into a useable format
  1. Print off?
  2. Picture schedule?
  3. App?
  4. Map?
3. What steps will you use to teach the person to use these tools/steps?
4. Report out to the full group



## Task Analysis Activity Continued

Create a task analysis and steps to teach the skill for **2 of the following skills** (or choose your own)

- Ordering a value meal at a fast food restaurant (tell us which one)
- (child example) independently getting "hot lunch" from cafeteria (child's lunch # is 45512)
- Doing a load of laundry (from dirty clothes to clothes put away and all of the steps in between)
- Making a Dr's appointment over the phone (or online)



# Shaping and Chaining

- Chaining involves reinforcing each step sequentially until all are learned
- Shaping is reinforcement of successive approximations of a behavior until the desired behavior is reached.



## Tolerance for Delay

- Used when teaching someone a new communication skill
- Initially the behavior is reinforced each time.
- Over time, the individual is asked to wait increasing amounts of time before reinforcement.
- Helps to shape communication requests to wait for more natural amounts of time.



# SCHEDULES OF REINFORCEMENT



# Schedules of Reinforcement

- Continuous Schedule of Reinforcement (CRF):
  - Each target response is immediately reinforced
  - Use when:
    - Teaching a new skill (acquisition)
    - A behavior that occurs at a very low frequency
  - Limitations:
    - CRF schedule increases the likelihood of satiation
    - Teaching students to expect reinforcement for following directions
    - Not most efficient method of maintaining behavior once it has been acquired



# Schedules of Reinforcement

- Intermittent Schedules of Reinforcement
  - Requires greater numbers of correct response for reinforcement
  - Decreases likelihood of satiation and more resistant to extinction than CRF schedules
- Examples:
  - Ratio Schedules
  - Interval Schedules
  - Response-duration schedules



# Intermittent Schedules of Reinforcement

## SCHEDULES OF REINFORCEMENT

	Fixed	Variable
Ratio	<i>Every so many:</i> reinforcement after every $n^{\text{th}}$ behavior, such as buy 10 coffees, get 1 free, or pay per product unit produced	<i>After an unpredictable number:</i> reinforcement after a random number of behaviors, as when playing slot machines or fly-casting
Interval	<i>Every so often:</i> reinforcement for behavior after a fixed time, such as Tuesday discount prices	<i>Unpredictably often:</i> reinforcement for behavior after a random amount of time, as in checking for e-mail



# Schedules of Reinforcement

Type	How	When	Challenges
Fixed Interval	Every so often: Reinforce after a specified amount of time	With low to moderate rates of the behavior	Might see less response right after the interval, then increased response toward the end of the interval
Variable Interval	Unpredictably often: Reinforce after an average amount of time	With moderate rates of the behavior	If only one response is required in the interval, rates of the response might be lower
Fixed Ratio	Every so many: Reinforce after every X number of responses	With high rates of the behavior	Student might notice the pattern after time and pause response following reinforcement
Variable Ratio	After an unpredictable number: Reinforce after an average number of responses	With high rates of the behavior	Good choice – number of responses is unpredictable, increasing rate of response



# Thinning and Fading Reinforcement

- Reinforcement systems should be temporary (kind of)
- Thinning: reinforcement gradually becomes available less often / contingent on greater amounts of appropriate behavior
- Ratio strain: schedule been thinned too quickly



# GENERALIZATION AND MAINTENANCE



## Why do we need to generalize?

- It is meaningless to change behavior unless the change can be made to last.
- The behavior has to occur in a setting other than the original training site and in the absence of the original trainer.



# Generalization and Maintenance

- Generalization: behavior continues to occur in all relevant environments
- Maintenance: making the behavior change permanent
- Three ways to demonstrate generalization
  - Over time (maintenance)
  - Across settings (Stimulus)
  - Across behaviors (Response)



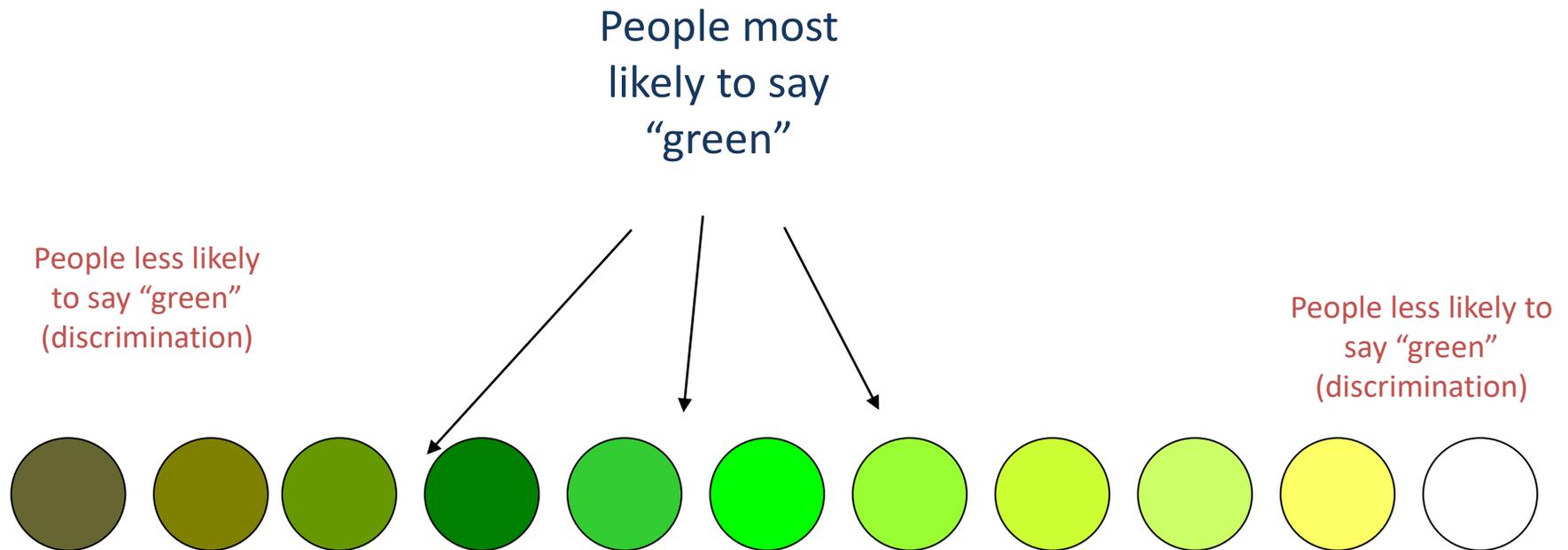
# Stimulus Generalization

- Response previously reinforced with a specific stimulus now occurs in the presence of different but similar stimuli
  - Example: when teaching the color red one should not have to teach every example of red, eventually the person should be able to identify other shades of red
- Stimulus class - similar stimuli that should evoke the same response (ex. Mrs. Jones vs. Mrs. Smith)
- Stimulus overgeneralization - identifying pink and orange as red (ex. All bearded men in suits are “Daddy”)



# Stimulus Generalization

– If you teach “green” using these color circles ...



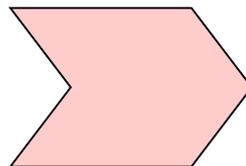
# Stimulus Generalization

- When a response (i.e. hand-raising) has been trained with a specific person, materials, or setting...
  - It may occur with other, similar people, materials, settings
  - The more similar the NEW person, materials, settings, the more likely Stimulus Generalization will occur



# Setting/Situation/Stimulus Generalization

Kristi taught Bobby how to wash his hands in the restroom at home



Will Bobby wash his hands at the day program?



# Maintenance

- A type of generalization over TIME
- Continued response even after intervention has been removed or lessened
  - Example: when teaching individuals to engage in language other than verbal aggression you want them to maintain that over time not just for limited periods of time or only during certain parts of their day.



# Response Generalization

- Change in one behavior results in change in similar untrained behaviors
- Response class – similar behaviors/responses
  - Examples:
    - Raising hand is mastered and the individual also masters putting up “I Need Help” sign



# Stokes and Baer (1977)

Train and Hope

Sequential  
Modification

Natural  
Maintaining  
Contingencies

Train Sufficient  
Exemplars

Train Loosely

Use  
Indiscriminable  
Contingencies

Mediate  
Generalization

Program  
Common  
Stimuli

Train "To  
Generalize"



# Training for Generalization (Stokes & Baer, 1977)

- Train & Hope
  - Unplanned generalization
  - Hope that they automatically generalize
  - Can not be certain they will generalize need to monitor



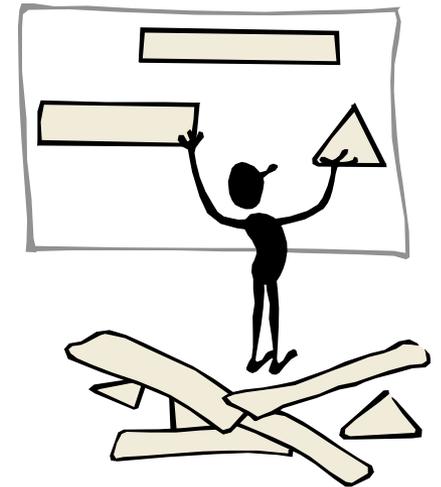
# Training for Generalization (Stokes & Baer, 1977)

- Sequentially modify
  - Plans for generalization across training settings
  - Implement intervention or instruction taught in one setting in new settings in which the behavior is desired



# Training for Generalization

- Sequentially Modify
  - List all the forms of the target behaviors that need to be changed
  - List all the settings/situations in which the target behavior should occur



## Training for Generalization (Stokes & Baer, 1977)

- Introduce to natural maintaining contingencies
  - Teach skills that have natural reinforcing consequences
  - The individual should behave appropriately for the same reasons that motivate others (to get approval, to be successful etc.)
  - Teach functional skills - skills that help people in everyday living



# Training for Generalization

- Introduce to naturally maintaining consequences
  - Can be used for social, communication, grooming, and assertiveness skills.
  - Can involve training people to recruit reinforcers from the environment and teaching them to recognize it when reinforcement is delivered
    - “Helps maintain because individuals are responding to the natural contingency



# Training for Generalization (Stokes & Baer, 1977)

- Train sufficient exemplars
  - Teach the desired class of responses in various situations with varied stimuli



# Training for Generalization (Stokes & Baer, 1977)

- Train Loosely
  - Instead of rigid unchanging conditions change up the way you teach the new skill or behavior
  - Rather than mastering single skill before teaching new, introduce and practice several, vary times of days, have other people present at times, teach from variety of positions etc.



## Training for Generalization (Stokes & Baer, 1977)

- Using Indiscriminable Contingencies
  - Unclear when behaviors will be reinforced
    - The individual has to continue the desired behavior in order to obtain reinforcement
  - Helps with maintenance because we often are intermittently reinforced for our good behavior
  - Intermittent reinforcement, delayed delivery of reinforcement, and thinning schedules of reinforcement



# Training for Generalization (Stokes & Baer, 1977)

- Program common stimuli
  - Use similar stimuli in the training setting as well as the natural setting in which the behavior is desired.
  - Use others in the training environment who will be there when the behavior needs to occur



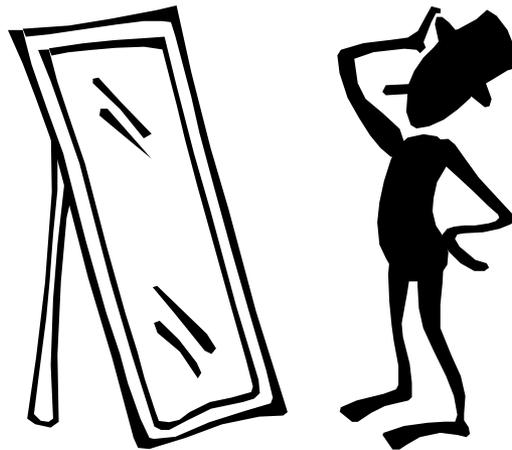
# Training for Generalization (Stokes & Baer, 1977)

- Mediate generalization
  - Reinforcing the behavior occurring in novel situations,
  - Teach individuals to monitor and report on their generalization
    - Self-management!



# Training for Generalization (Stokes & Baer, 1977)

- Train “To Generalize”
  - Teach individuals about generalization
  - If they fail to generalize to a new/similar environment, teach them what generalization would look like, and ask for it in that environment



# SELF-MANAGEMENT

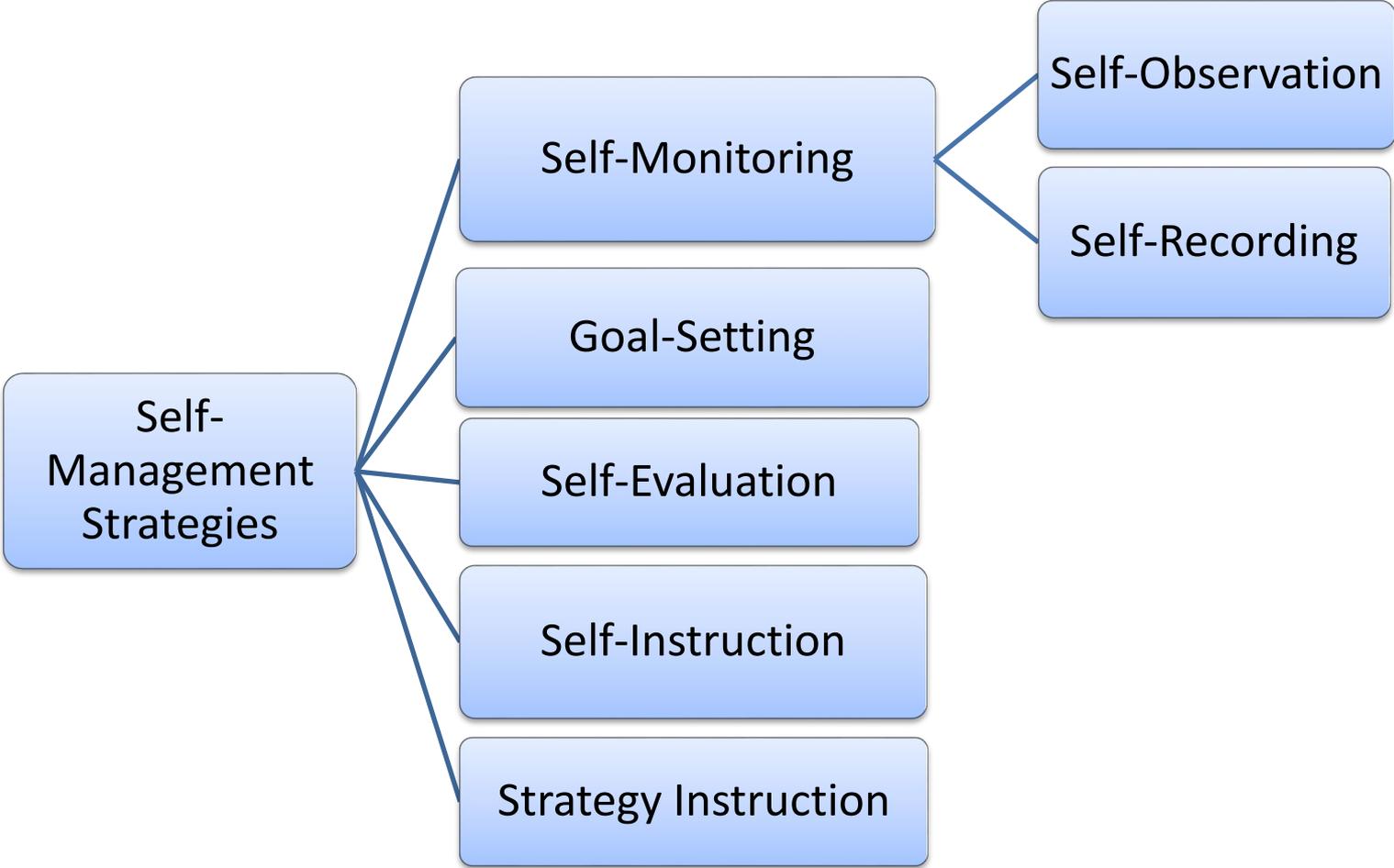


# Self-Management

- Places the responsibility for change on the individual
- Helps the individual become aware of his/her behavior
- Teaches the individual independence



# Self-Management Strategies



# Self-Recording

- Can be cued (especially at the beginning)
- Gives you concrete data
- May have a reactive effect and change the behavior in the desired direction (ex: budget)
- Provides immediate, visual feedback
- Most effective for maintaining behavior change!
- Reinforcing



## Components of Self-Recording

- Select behavior
- Operationally define the behavior
- Select a system for data collection (chart, checks, smiley faces, etc.)
- Teach the student how to do it
- Monitor at least 1 practice session
- Allow student to use system independently



# Goal Setting

- Evidence that those who set their own goals are more likely to attain those goals than goals set by someone else.



# Goal Setting improves Behavior!

- Specific
- Challenging → but achievable
- Attainment → immediate rather than distant at first
- Feedback about success or failure
- Think Contracts!!!



# Self-Evaluation

- Teach individuals to discriminate between acceptable and inappropriate behavior
  - Direct Instruction
  - Modeling
  - Videos



# Self-Instruction

- Process of providing your own verbal prompts – this is something taught to the individual
- Allows the individual to be more independent
- Typically taught in combination with self-monitoring and self-reinforcement



# Self-Instruction

- Another person models performed a task while talking to himself aloud (cognitive modeling)
- The individual performed the same task under the direction of the other person's instructions (overt, external guidance)
- The individual performed the task while instructing himself aloud (overt, self-guidance)
- The individual whispered the instructions to himself as he went through the task (faded, overt, self-guidance)
- The individual performed the task while guiding his performance via private speech (covert, self-instruction)



# TEACHING APPROPRIATE ALTERNATIVES (ACTIVITY)



# Teaching Appropriate Alternatives

- Use your case examples
- Fill out the Competing Behavior Pathway
  - Identify a replacement behavior to teach
  - How will you teach this behavior?
  - How will you reinforce this appropriate behavior?
  - What schedule of reinforcement will you use?



# GENERALIZATION AND MAINTENANCE (ACTIVITY)



## Activity 3: Generalization and Maintenance

- Using your Case Example
  - How will you plan for generalization?
    - Across people
    - Across settings
    - Across responses
  - How will you plan for maintenance?
  - What data will you monitor to make sure generalization and maintenance are occurring?



# SELF-MANAGEMENT (ACTIVITY)



## Activity 4: Self-Management

- Using your case example
  - What type of self-management system will you teach?
  - How will teach self-management to this individual?
  - How will you monitor self-recorded data?
    - How will you handle discrepancies?
    - How will you celebrate success?



# TRAUMA, PBS & INDIVIDUALS WITH IDD



# ACE Study Background

## ACE Study (Adverse Childhood Experiences) in California

- 9508 people responded to a questionnaire (70.5% response)
- The person's total number was compared to measures of adult risk behavior, health issues and certain disease categories.
- The results showed a correlation between a person's ACE score and the number of adult risk behaviors and diseases individuals reported.

Important to note, a high ACE score does not always mean negative impacts. Resiliency factors help explain the reason some people respond to trauma differently than others.

(Marcal & Trifoso, 2017)





**Mechanism by which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan**

<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/acegraphics.html>



# Intellectual and Developmental Disabilities Trauma Statistics

Study in Omaha (2000) in public schools found children with disabilities experienced; neglect 3.76, physical abuse 3.79, & sexual abuse 3.14, times more than those students without disabilities

1997-2000 National evaluation found of 156 children with autism 18.5% had been physically abused and 16.6% had been sexually abused.

In Minnesota child welfare system, more than 1/5 of children with substantiated maltreatment were labeled as having a disability.

(Marcal & Trifoso, 2017)



# Risk Factors in IDD population

- Increased parental stress = increased risk of abuse
- Difficulty reporting abuse & considered less credible
- Likelihood of abuse increased with severity of disability

Other factors considered:

- Placement in “special” classes
- Being bullied in school
- Restricted opportunities (marriage, driving, attending college)
- Prolonged exposure to stressful **Life Events\***

(Hulbert-Williams, et al., 2014)

(Marcal & Trifoso, 2017)



# Prevalence of Mental Health Diagnoses in adults with IDD

- Affective Disorder 3.6-6.6%
- Anxiety Disorders 2.4-3.8%
- Behavior problems 0.1-22.5%
- Psychotic Disorders 2.6-4.4%

Overall prevalence of psychological problems has been reported at 40.9%

(Hulbert-Williams, et al., 2014)



# Impact of Abuse on Individuals with IDD

Individuals with IDD that had experienced abuse had more severe behavioral problems than individuals with IDD who had not been exposed to abuse.

More likely to have:

- Aggressive & agitated behaviors
- Self-injury
- Temper outbursts
- Sudden changes in mood
- Social withdrawal
- Hyperactivity
- Inappropriate sexual behavior

(Marcal & Trifoso, 2017)



# Support Considerations

- FBA to take into consideration biological assessment and trauma history.
- A trauma experience may be related to automatic reaction based on an altered stress-response system.
- Increasing resiliency factors is the key to any support plan
- Understanding trauma history helps inform our interventions and interventions should be geared towards a person feeling safe, connected and empowered (Marcal & Trifoso, 2017)
- When teaching alternative behaviors (e.g., communication) it is important to consider if someone has had a history of trauma, do they feel safe? Is there something we can do to improve their feelings of safety?
- It is also important to remember that everyone is deserving of intervention, therefore we don't want to take someone's history of trauma as an excuse to not intervene (e.g., "they have so much going on at home that it doesn't matter what we do here at school.")



# Integrating Trauma Informed Care into PBS

Ensure the following components are included into Behavior Support Plans:

- The individual “Feels” safe in their environments and with the people who support them.
- Increase opportunities for people to make connections with others outside of their home and work.
- Interventions should include the ability for a person to make choices and be empowered
- Increasing resiliency through interventions

Staff self-care and adequate trauma responsive training\*

(Marcal & Trifoso, 2017)



# Key Components to Foster Resilience



<https://idyia.co.uk/services/assessment-and-profiling/i-resilience>



# Fostering Resilience Continued

## Self Enhancement

- Help people recognize and accept greater responsibility for their successes rather than their failures.
- Offer specific and positive feedback following any type of assessment (vocational, psychological, or otherwise).

## Hardiness

- Help people establish a clear sense of their personal values that can serve as a guide for them in their behavior when faced with challenges (e.g., talk about what sort of person the individual wants to be, moving them from doing well to please others, or avoid “getting in trouble” to doing things, because they know they are the right thing based on their values).

## Emotional Regulation

- Consider introducing mindfulness training in your program (one of the authors adapted the on-line mindfulness course mentioned in the self-care chapter for a group of individuals with IDD, some of whom have a trauma history).
- Teach relaxation strategies such as deep breathing

## Humor

- Use humor only after first employing listening carefully, and ensuring the individual knows they have been understood.
- Be sure humor does not come across as putting the person down, and that it will not be perceived as being in bad taste.
- Integrate humor in a kind manner, with low and soothing tones
- Use self-deprecating and light-hearted humor to help people through difficult times.

(Marcal & Trifoso, 2017)



# Living with Trauma: Best Practices for Individuals with IDD

## Biographical Timeline as Assessment and Intervention

- Life events are laid out on a time-line which allows for “respectful guesses to be made about life events, challenging behaviors, and interventions. Interventions can be designed to address gaps in development and/or experience. The timeline can support staff in assuming a therapeutic stance, and support resistance to

## Supportive Intervention

- Planning should flow from the Biographical Timeline
- One key strategy is to establish an “anchor for safety” (we sometimes refer to this person at the Center for Disability Services as a “focus person.” This is a trusted person who can be readily available.
- Another key strategy is establishing a “safety valve” which is a metaphor for coping strategies in the person’s repertoire.

## Socially Therapeutic Environment as Intervention/Educational Interventions

- Help staff to fully appreciate that people with IDD need support because they are “challenged with a neurological disability that affects their abilities to process information and communicate.”
- Ensure staff know about their own wellness, and encourage them to practice self-care to foster their ability to support a therapeutic environment.

## Communication as Intervention

- Teach people to label and ventilate their feelings.

## Psychiatric Care and Therapy

- We now know that quality psychiatric care and psychotherapy work with people with intellectual and developmental disabilities. Make referrals as needed, preferably to providers with experience with IDD. Providers lacking this experience may wrongly attribute a problem to the intellectual disability, rather than the trauma history and/or mental health problem

Marcal & Trifoso, 2017



# Trauma Presentation Reference List

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<https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/acegraphics.html>

<https://idyia.co.uk/services/assessment-and-profiling/i-resilience>



# Trauma & IDD Research and Resources

<https://mnpsp.org/trauma-informed-approaches/>

Abused and Betrayed Series (multiple videos from Public Broadcasting System)

<https://www.npr.org/series/575502633/abused-and-betrayed>

<https://www.acesconnection.com/g/resource-center>

The National Association for persons with Developmental Disabilities and mental health needs

<http://thenadd.org/>

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# LIKE-LEARN-CHANGE



## Three Post-it Notes

- What did you LIKE about today ?
- What did you LEARN today?
- What would you CHANGE about today?





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