

Intellectual and Developmental Disabilities

A Bibliography on Trauma and Therapy

Part Two: Articles and Other Resources

A large number of books and professional articles have been published on the treatment of children and adults with intellectual and developmental disabilities who have experienced trauma or who need therapy for other mental health conditions. This bibliography was developed by Thomas F. Coleman, J.D. for Spectrum Institute. We invite feedback about these books, articles, and other resources from practitioners, academics, service providers and others who have an interest in the topic of abuse, disability, and therapy. We welcome comments about the value and usefulness of any of the books and articles listed in this bibliography. Part One focuses on books published over the last 15 years. Part II focuses on articles and other resources published in that same timeframe. Summaries may contain excerpts from the articles, abstracts, or websites.

Title: Eye Movement Desensitization and Reprocessing in the treatment of trauma with mild intellectual disabilities: a case study

Author: Richard Dilly

Year: 2014

Publisher: Advances in Mental Health and Intellectual Disabilities

Summary: This paper explores the effectiveness of Eye Movement Desensitisation and Reprocessing (EMDR) therapy in an individual with mild intellectual disabilities currently compulsorily detained in secure care. The study identified reductions in symptoms in all three core clinical subgroups of the PDS: re-experiencing, avoidance and arousal, with outcomes being maintained at one-month and six -month follow-up. Reduction in the strength of ratings was most evident in the avoidance domain.

<https://www.emerald.com/insight/content/doi/10.1108/AMHID-06-2013-0036/full/html>

Title: Trauma Informed Care: Applications for individuals with Intellectual/Developmental Disabilities

Presenter: Andrea Winkler, LCAS, LCSW,

Year: 2019

Forum: University of North Carolina, School of Social Work

Summary: This presentation is designed to introduce care providers for those with intellectual and/or developmental disabilities to trauma informed care. Research indicates that individuals with intellectual and/or developmental disabilities are at heightened risk for traumatic histories. Additionally, there are factors specific to intellectual and/or developmental disabilities that make identification and treatment of such issues difficult. With national attention and accolades for trauma informed approaches for the general population, it is important to begin to understand and apply this framework to services for this population.

<https://cls.unc.edu/6-feb-12-trauma-informed-care-applications-for-individuals-with-intellectual-d-evelopmental-disabilities-w-andrea-winkler-lcas-lcsw-duke-health/>

Title: Neurofeedback: A Promising Therapy for Developmental Disabilities
Author: Merle Huerta
Year: 2014
Publisher: Smart Parenting
Summary: Neurofeedback is a therapeutic technique that pairs operant conditioning with brain scan images. Children and adults can be taught how to voluntarily control brain waves, electrical impulses transmitted through the neural network that transmit information to and from the autonomic and sympathetic nervous systems. There is increasing support from doctors and psychiatrists that children and adults with developmental disabilities show unusual brain wave patterns. If a person can be taught how to voluntarily control and relearn brain activity, that many disabling symptoms caused by disorders such as ADHD, autism spectrum disorders, and bipolar disorder could be alleviated. For people whose disorders fail to respond to conventional medical treatments or therapeutic methods, neurofeedback offers a hope. It has been shown to alleviate stress-induced symptoms and may be an alternative to anxiety medications.
<https://www.kars4kids.org/blog/disabilities-differences/add-adhd/neurofeedback-promising-therapy-developmental-disabilities/>

Title: Development, Autism Spectrum Disorder, and Trauma: Identification and Treatment Recommendations
Presenter: Amy Weir, Psy.D.
Year: 2017
Forum: UCLA
Summary: Objectives of this presentation include: the experience of trauma complicates behavioral symptom presentations; understanding the overlap and distinct features of different disorders in children (ASD and trauma); available screeners for identifying possible trauma and ASD; use of comprehensive strategies for screening, assessment and diagnosis; best practices for trauma, ASD, and dual diagnosis. Segments are included on: PTSD criteria; multiple dimensions of trauma; effects of trauma exposure; overlapping symptoms of trauma and ASD; assessment and treatment; importance of caregiver perceptions.
https://pcit.ucdavis.edu/wp-content/uploads/2012/08/4_PCIT-Conference-Presentation.pdf

Title: Addressing Mental Health & Wellness for Individuals with Intellectual and Developmental Disabilities
Presenters: Jesse, Harvey, Jacobstein, and Horton
Year: Unknown
Forum: Hogg Foundation for Mental Health, University of Texas
Summary: Karyn Harvey, Ph.D.: When we only address behaviors, we miss the true cause and root of difficulties. Diane Jacobstein, Ph.D.: Resources to support trauma-informed systems and providers. Others: Presentations about resources, including: "The Road to Recovery: Supporting Children with IDD Who Have Experienced Trauma."
https://www.eiseverywhere.com/file_uploads/a2df6453c7915bd1ba1ca84f660f9e0b_UpdatedSlides.pdf

Title: Clinical Excellence in Dual Diagnosis: Trauma, Intellectual Disability, and Treatment
Presenter: Nancy J. Razza, Ph.D.
Year: 2015
Forum: Arc New Jersey
Summary: Topics included: prevalence of psychological disorders in people with developmental disabilities; factors contributing to this prevalence; effects of the incidence of trauma; diagnostic considerations for PTSD and ID; prevalence of psychiatric disorders in children with and without ID; assessment considerations; advancements in assessments; intake overview; clinical interview; interactive-behavioral therapy; therapeutic factors; sexually abused individuals; interviewing adults with ID; caregiver support plan; changes in DSM-5 and PTSD; depression in people with ID.
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=2ahUKEwiSsMLknOHmAhUWr54KHQo5B88QFjABegQIARAH&url=https%3A%2F%2Fwww.arcnj.org%2Ffile_download%2F9eb4b8cd-929b-4170-8f73-818d5baa84e9&usg=AOvVaw31hbj0um7QF91YNqSRgtI6

Title: Dual Diagnosis: Overview of Therapeutic Approaches for Individuals with Co-Occurring Intellectual/ Developmental Disabilities and Mental Illness for Direct Support Staff & Professionals working in the Developmental Disability System
Author: Tricia Burke, LISW
Publisher: Ohio Department of Mental Health and Addiction Services
Year: 2013
Summary: This white paper focuses on therapeutic approaches for clients with a dual diagnosis of developmental disability and some form of mental illness. It looks at the prevalence of mental illness in the I/DD population, diagnosing and assessing mental illness in I/DD patients, adapting psychotherapy methods, and the use of trauma-informed care. It explains modalities adapted for I/DD patients: dialectical behavior therapy, interactive behavior therapy, IBT for sex offenders, mindfulness-based approaches, and positive psychological practices.
<https://mha.ohio.gov/Portals/0/assets/FamiliesChildrenandAdults/Family%20Supports/SFSC/201312-dual-diagnosi-white-paper.pdf>

Title: Trauma Treatment with Individuals with Intellectual & Developmental Disabilities
Presenters: Dr. Nora J. Baladerian and Dr. Karyn Harvey
Forum: William James College
Year: 2019
Summary: This 2-day program provided foundational information about those with cognitive, communication, movement, and sensory disabilities, generally recognized as “developmental disabilities” and how the disability requires adaptation by the therapist in service delivery. The program has two major components: (1) information on selected types of disabilities and how they affect interaction, communication, and therapy room accommodations, and (2) training on how to effectively provide trauma therapy to these individuals and their vicarious trauma victims, the parents or other family members effected by the trauma. It includes a 6-hour certificate course in Thought Field Therapy – the first energy psychology treatment approved by SAMHSA for trauma, depression, anxiety, and other psychological disturbances. More details on the entire training program at:
<http://www.cvent.com/events/trauma-treatment-with-individuals-with-intellectual-and-developmental-disabilities/event-summary-c65e4bddc7b949aba921a92ae82af6c4.aspx?dvce=1>

Title: Trauma and Autism Spectrum Disorder: A Reference Guide
Author: Earl, Peterson, Wallace, Fox, Ma, Pepper, and Haidar
Year: 2017
Publisher: Bernier Lab, University of Washington
Summary: The premise of this guidebook is that Trauma Focused-Cognitive Behavioral Therapy (TF-CBT) is the most supported treatment for the impact of trauma in children and treatment applications have been developed for various populations. The strategies presented in this handout are informed by previous adaptations of evidence-based CBT treatments for individuals with ASD and younger typically developing children.
<https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/1%20Therapist%20Resources/Bernier-Lab-UW-Trauma-and-ASD-Reference-Guide-2017.pdf>

Title: PTSD and its treatment in people with intellectual disabilities: A review of the literature
Author: Leisbeth Mevissen and Ad de Jongh
Year: 2010
Publisher: Clinical Psychology Review
Summary: The purpose of this article is to present a comprehensive account of the literature on prevalence, assessment, and treatment of PTSD in people with ID. It reviewed nine articles involving treatment of PTSD in people with ID. Interventions reported involve those aimed to establish environmental change, the use of medication and psychological treatments (i.e., cognitive behavioral therapy, EMDR and psychodynamic based treatments). Case reports suggest positive treatment effects for various treatment methods.
[https://www.researchgate.net/publication/40894286 PTSD and its treatment in people with intellectual disabilities A review of the Literature](https://www.researchgate.net/publication/40894286_PSTD_and_its_treatment_in_people_with_intellectual_disabilities_A_review_of_the_Literature)

Title: Modified Treatment of Post-Traumatic Stress Disorder with Individuals Who Have a Developmental Disability
Author: Cheryl Bedard
Year: 2013
Publisher: Journal on Developmental Disabilities
Summary: Years ago, it was believed that the only way to provide treatment to individuals who have intellectual or developmental disability (IDD) was through pharmacology. Then with the advent of behaviour therapy, this treatment approach was added. Later on came the advent and use of psychotherapy. Pharmacology can sometimes mask the problem. Behaviour therapy addresses the symptoms of the person's difficulty. Psychotherapy is said to try and address the underlying cause or root of the problem. With the arrival of psychotherapy as a mode of treatment, more and more research has begun to look at the efficacy of this approach (i.e., evidence based treatment) with regards to its utilization in persons with IDD. The current article will look at modifications that have been used in the treatment of post-traumatic stress disorder (PTSD) in IDD during 25 years of clinical practice. Anecdotal information is presented to demonstrate the merit of these changes to some classic templates.
https://oadd.org/wp-content/uploads/2013/01/41015_JoDD_19-1_40-48_Bedard.pdf

Title: Trauma and Life Events in Adults with Intellectual Disability
Author: Sarah Wingham and Eric Emerson
Year: 2015
Publisher: Current Developmental Disorders Reports
Summary: Notwithstanding resilience, for some people with intellectual disability, adverse life events and environmental stressors may lead to PTSD and may affect well-being in more diffuse but potentially still clinically impactful ways (e.g. challenging behaviour, obesity, substance misuse). Advances have occurred in the field of trauma in intellectual disability. More specifically, a small number of assessment measures have been developed for PTSD and a small number of studies evaluated treatment interventions such as cognitive behavioural therapy (CBT) and eye movement desensitisation and reprocessing (EMDR). This paper considers recent developments in knowledge on the psychological effects of exposure to adverse life events and environmental stressors in adults with intellectual disabilities.
<https://link.springer.com/article/10.1007/s40474-015-0041-y>

Title: Trauma and Posttraumatic Stress Disorder in Individuals with Intellectual and Developmental Disabilities
Presenter: Nora J. Baladerian, Ph.D.
Year: Ongoing (Web-Based Trauma Psychology Resources)
Publisher: Trauma Psychology - APA Division 56
Summary: This presentation contains information on the prevalence of trauma experienced by people with disabilities, behavioral and physical health impact of trauma on individuals with developmental disabilities, and new developments in research on the impact of trauma on individuals with developmental disabilities, clinical considerations for practitioners treating traumatized individuals with developmental disabilities, and resources for professionals seeking more information about traumatized individuals with developmental disabilities.
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&ved=2ahUKEwismJyo4-DmAhUxOn0KHWa5BFY4ChAWMAB6BAgGEAI&url=https%3A%2F%2Fwww.apatraumadivision.org%2Ffiles%2F59.pdf&usg=AOvVaw0JPd9b7T9BxY5bSCnzZPoA>

Title: How Trauma Affects People with Intellectual Disabilities
Consultants: Gail Ford, Nora J. Baladerian, Ph.D., and Janice Schadd, L.C.S.W.
Year: 2011
Publisher: The Arc
Summary: The website of The Arc presents a factsheet that discusses the prevalence of trauma for people with intellectual disabilities, the importance of diagnosis, signs and symptoms of traumatization, information on PTSD, and the value of treatment.
<https://thearc.org/wp-content/uploads/forchapters/Trauma.pdf>

Title: Understanding the Effects of Trauma on the Lives of Those We Serve: Developing Trauma Informed Systems of Care
Presenter: Joan Gillece, Ph.D.
Year: Unknown
Publisher: National Association of State Directors of Developmental Services
Summary: This PowerPoint presentation includes information on: explanation of trauma, types of trauma, consequences of trauma, self-inflicted trauma, disassociation, PTSD, avoidance, arousal, trauma and people with developmental disabilities, relationship of childhood trauma to adult health, and examples of trauma-informed approaches.

[https://www.nasddd.org/uploads/documents/Trauma Informed Care Joan Gillece.ppt](https://www.nasddd.org/uploads/documents/Trauma%20Informed%20Care%20Joan%20Gillece.ppt)

Title: Persons With Developmental Disability Exposed to Interpersonal Violence and Crime: Approaches for Intervention
Author: Foch-New, Barrol, Clements and Milliken
Year: 2008
Publisher: Perspectives in Psychiatric Care
Summary: Persons with developmental disabilities experience the full affective range of the effects of trauma and may benefit from a variety of interventions. What may be different in comparison to other survivors are the ways psychotherapeutic and psychoeducational interventions are adapted so that emotions, resultant actions, and ongoing concerns can be effectively expressed and addressed. Advanced practice registered nurses have an important role in addressing the sequelae of trauma by employing flexible, creative, and direct therapy with individuals. Additionally significant is provision of educational and supportive measures for the caregivers, who have the potential to generate an ongoing socially therapeutic environment.

[https://www.nasddd.org/uploads/documents/Persons with IDD Exposed to Violence.Approaches for Intevention.pdf](https://www.nasddd.org/uploads/documents/Persons%20with%20IDD%20Exposed%20to%20Violence.Approaches%20for%20Intervention.pdf)

Title: Persons With Developmental Disabilities Exposed to Interpersonal Violence and Crime: Strategies and Guidance for Assessment
Author: Foch-New, Barrol, Clements, Faulkner and Service
Year: 2008
Publisher: Perspectives in Psychiatric Care
Summary: Persons with DDs experience all the same reactions and symptoms that everyone does; the difference is in the interpretation of the experience and the expression of symptoms relative to trauma learning and PTSD. With assessment that adapts to the person's dis-ability and some creative ideas, such as using the biographical timeline, the individual can be supported therapeutically by the entire interdisciplinary team. The team must include the individual, the family or primary caretakers, the psychiatric nurse—when involved, and most importantly the “social therapists” who carry through therapeutic interventions via their relationships in the home environments. In addition, there are a variety of therapies that, when used in combination with medications, will address PTSD in people with DDs.

[https://www.nasddd.org/uploads/documents/Persons with IDD Exposed to Violence. Strategies and Guidance for Assessment.pdf](https://www.nasddd.org/uploads/documents/Persons%20with%20IDD%20Exposed%20to%20Violence.Strategies%20and%20Guidance%20for%20Assessment.pdf)

Title: Assessing Trauma in Individuals with ID
Presenter: Brian D. Tallant, L.P.C.
Year: 2013
Publisher: Association of University Centers on Disabilities
Summary: This webinar presents information on the following topics: Understanding the frequency and severity of abuse and neglect for people who have intellectual disabilities; recognizing and learning to avoid diagnostic overshadowing of trauma symptoms and disability; learning about some aspects of the “culture” of disability; and reviewing tools used to assess child trauma and understand their application to people with intellectual disabilities.
[https://www.aucd.org/docs/Assessing%20Trauma%20in%20Individuals%20With%20ID%20\(compressed\).pdf](https://www.aucd.org/docs/Assessing%20Trauma%20in%20Individuals%20With%20ID%20(compressed).pdf)

Title: The Importance of Assessments in Helping People with Intellectual Disability and Mental Health and/or Behavioral Challenges: New Ways to Address Antipsychotic Medications and their Side Effects and Ways to Assess Trauma
Presenter: Anne Desnoyers Hurley, Ph.D. and Brian D. Tallant, L.P.C.
Year: 2013
Publisher: Association of University Centers on Disabilities
Summary: The purpose of this webinar is to introduce unique assessment approaches in two different areas. The first area concerns the national crisis in overuse of antipsychotic medications to treat challenging behavior and non-psychotic mental health conditions. Participants will gain a deeper understanding of the issues and will learn about the use of the MEDS (Matson Evaluation of Drug Side-Effects) as a tool to not only identify possible side-effects, but to also engage family, disability professionals and mental health providers in a serious discussion of the efficacy, risks and benefits for each individual. The second presentation addresses the assessment of trauma in this population. Due to the alarming rates of abuse and neglect of people with intellectual disabilities, as well as diagnostic overshadowing that often occurs when people with ID seek treatment, it is important that clinicians have the knowledge and tools to properly recognize signs of trauma and assess its impact on an individual.
https://www.aucd.org/itac/detail/event.cfm?event_id=4483&parent=655&parenttitle=

Title: Adapting Trauma Treatment for Youth with IDD and ASD
Presenter: Margaret Charlton, Ph.D.
Year: 2016
Publisher: Association of University Centers on Disabilities
Summary: This webinar is based on Cohen, Mannarino and Deblinger’s model of Trauma-Focused Cognitive Behavior Therapy (TF-CBT). It includes a blend of standard TF-CBT training, original thought and modification of TF-CBT material for youth with IDD or ASD. Learning objectives include: Understanding why developmental disabilities make youth more vulnerable to trauma; understand phase oriented trauma treatment as used in TF-CBT; and learn several ways of adapting TF-CBT for youth with developmental disabilities.
<https://www.aucd.org/docs/webinars/Adapting%20Trauma%20Treatment%20for%20Youth%20with%20Special%20Needs.pdf>

Title: Facts on Traumatic Stress and Children with Developmental Disabilities
Author: Charlton, Tallant, Kliethermes, Taverne, and Tishelman
Year: 2004
Publisher: National Child Traumatic Stress Network
Summary: Topics covered by this paper include: federal definition of developmental disability; incidence of disability in the general population; statistical information regarding the incidence of trauma for this population; special characteristics of the population that may influence the incidence of trauma; possible reasons for a higher incidence of mental illness for clients with developmental disabilities than the general population; suggestions for modifying evaluation and therapy to meet the needs of this population; special diagnostic considerations with clients who have developmental disabilities; and suggestions for therapy.
http://file.lacounty.gov/SDSInter/dmh/1004656_NCTSN-traumatic-stress-DD.pdf

Title: A Trauma-Informed Toolkit for Providers in the Field of Intellectual & Developmental Disabilities
Author: Steven Marcal, Psy.D. and Shawn Trifoso, L.M.S.W.
Year: 2017
Publisher: Center for Disability Services
Summary: This paper includes the following topics: Wellness and resiliency for people who help people with intellectual and developmental disabilities; the ACE study and intellectual and developmental disabilities; trauma-informed, resilience supporting intervention; developing atrauma/resilience informed guiding philosophy for yourself and your agency.
<https://www.acesconnection.com/fileSendAction/fcType/0/fcOid/468137553002812476/filePointer/468137553002812517/fodoid/468137553002812512/IDD%20TOOLKIT%20%20CFDS%20HEARTS%20NETWORK%205-28%20FinalR2.pdf>

Title: Trauma and People with Intellectual or Developmental Disabilities: Recognizing Signs of Abuse and Providing Effective Symptom Relief
Presenter: Nora J. Baladerian, Ph.D.
Year: 2013
Forum: West Virginia Integrated Behavioral Health Conference
Summary: This presentation includes the following topics: How to identify abuse in people with disabilities; signs of physical abuse; signs of sexual abuse; signs of emotional abuse; signs of trauma; treatment; philosophical tenets; similarities and differences in people with and without disabilities; assessment; pre-treatment considerations. It also mentions the following therapeutic modalities: psycho education, board games, assertion skills training, relaxation exercises, guided imagery, hypnotherapy, real-life problem solving, bhavioral/affective techniques, cognitive approaches, play therapy, art therapy, sand tray therapy, EMDR, brain gym, biofeedbck, biotuning, reality therapy, energy mind-body therapy, generalization training, grief work, reiki, chakra work, envisioning and dream work, and law of attraction work.
<http://dhhr.wv.gov/bhhf/Documents/2013%20IBHC%20Presentations/Day%203%20Workshops/Healing%20the%20Trauma.pdf>

Title: Mental health treatment for people with autism spectrum disorder (ASD)
Author: Weiss, Baker, and Butter
Year: 2016
Publisher: Spotlight on Disability Newsletter / American Psychological Association
Summary: There are many ways that psychologists can support people with ASD, ranging from fundamental research into the neuropsychobiology of the phenomenon, to the provision of psychological care, to informing systems of practice and policies that can help the entire population. This paper describes three critical ways that psychologists are needed: Promoting mental health and addressing mental health problems, supporting the needs of parents as they provide care, and improving the training needs of future psychologists is of pressing concern to support the health and well-being of people with ASD.
<https://www.apa.org/pi/disability/resources/publications/newsletter/2016/09/autism-spectrum-disorder>

Title: Mental Health Counselors Working with Individuals with Developmental Disabilities: A Phenomenological Investigation
Author: Syard G. Evans
Year: 2017
Publisher: University of Arkansas, Fayetteville
Summary: Some research exists that discusses techniques and interventions recommended to serve individuals with intellectual and developmental disabilities in mental health; however, there is little information on the specific counselors who are willing and able to support this population. A qualitative methodology was utilized in this dissertation to examine the phenomenon of mental health practitioners with experience serving individuals with intellectual and developmental disabilities. Five clinicians participated in the study. Five rich participant narratives were captured as a result of those interviews. From those, 52 themes were extrapolated to create a composite depiction of counselor experiences, and four exemplary components of these experiences were deduced: adapting to differences, systemic barriers to services, supporting the support system, and universal human value.
<http://scholarworks.uark.edu/cgi/viewcontent.cgi?article=3433&context=etd>

Title: The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma
Author: Unknown
Year: 2015
Publisher: National Child Traumatic Stress Network
Summary: This training curriculum provides an overview for providers on how to work with children and families who are living with intellectual and development disabilities (IDD) and have experienced trauma. The Road to Recovery: Supporting Children with Intellectual and Developmental Disabilities Who Have Experienced Trauma is a training that consists of a Facilitator Guide and a Participant Manual that are designed to teach basic knowledge, skills, and values about working with children with IDD who have had traumatic experiences, and how to use this knowledge to support children's safety, well-being, happiness, and recovery through trauma-informed practice.
<https://www.nctsn.org/print/1055>

Title: The Effects of Traumatizing Life Events on People With Intellectual Disabilities: A Systematic Review
Author: Wigham, Hatton, and Taylor
Year: 2011
Publisher: Journal of Mental Health Research in Intellectual Disabilities
Summary: This article systematically reviews the literature on the effects of adverse life events or trauma on people with intellectual disabilities. Identification of the effects of trauma on people with intellectual disabilities facilitates case recognition and appropriate treatment. Fifteen articles were selected for the review, and the results suggest that studies to date have been hampered by the lack of a consistent definition of trauma and the lack of a reliable means of measuring the effects of trauma in people with intellectual disabilities.
<https://www.tandfonline.com/doi/full/10.1080/19315864.2010.534576>

Title: Addressing Trauma in the Lives of People with Intellectual and Developmental Disabilities
Presenter: Karyn Harvey
Date: 2019
Publisher: Vera Institute of Justice
Summary: Trauma can have a lasting effect on a person's mental, emotional, and even physical states. When a person has an intellectual or developmental disability, the impact of trauma can be even more pronounced and unique methods for addressing the trauma are necessary. This webinar will explore the complicated manifestation of trauma in individuals with I/DD who have experienced domestic and/or sexual violence, as well as techniques for supporting survivors with intellectual and developmental disabilities experiencing trauma to facilitate the healing process.
<https://www.endabusepwd.org/webinars/addressing-trauma-in-the-lives-of-people-with-intellectual-and-developmental-disabilities/>

Title: Utilization of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) for Children With Cognitive Disabilities
Author: Jennel Holstead and Jim Dalton
Year: 2012
Publisher: Journal of Public Child Welfare
Summary: Trauma-focused cognitive behavioral therapy (TF-CBT) has strong evidence of its effectiveness to treat post-traumatic stress disorder in children and is commonly utilized in mental health settings. Some state licensing and oversight authorities have mandated that providers use TF-CBT for children under their care and for whom they provide funding for treatment services. These mandates are often made without regard to diagnosis or developmental status that might predict TF-CBT efficacy. Therefore, this study sought to determine if manualized TF-CBT was as effective as more traditional Applied Behavior Analysis approaches with individualized Intensive Behavioral Interventions for youth with developmental conditions in a residential treatment facility.
<https://www.tandfonline.com/doi/abs/10.1080/15548732.2013.843495?journalCode=wpcw20#prview>

Title: CBT for People with Intellectual Disabilities: Emerging Evidence, Cognitive Ability and IQ Effects

Author: Taylor, Lindsay, and Willner

Year: 2008

Publisher: Cambridge University Press

Summary: Historically people with intellectual disabilities have not been offered or received cognitive behavioural interventions that have been shown to be effective for mental health and emotional problems experienced by those without such disabilities. This paper discusses whether such therapeutic disdain is justified based on the evidence that is available and emerging concerning the application of cognitive behavioural interventions for this population. Issues concerning access to services, the ability of people with intellectual disabilities to engage in and benefit from the cognitive components of CBT, and the effect of cognitive abilities and IQ level on treatment effectiveness are explored in relation to this question.

<https://www.cambridge.org/core/journals/behavioural-and-cognitive-psychotherapy/article/cbt-for-people-with-intellectual-disabilities-emerging-evidence-cognitive-ability-and-iq-effects/A9BA555977843E816DD07EF959123E89>

Title: Treatment of anxiety in autism spectrum disorders using cognitive behaviour therapy: A systematic review

Author: Lang, Regester, Lauderdale, Ashbaugh, and Haring

Year: 2010

Publisher: Developmental Neurorehabilitation

Summary: A review of studies involving the treatment of anxiety in people with autism spectrum disorders (ASD) using Cognitive Behaviour Therapy (CBT) with the intent to inform practice and to identify areas for future research. The review showed that positive outcomes were ubiquitous, suggesting CBT is an effective treatment for anxiety in individuals with Asperger's. However, data involving other ASD diagnostic sub-types is limited.

<https://www.tandfonline.com/doi/abs/10.3109/17518420903236288>

Title: Facing Your Fears in Adolescence: Cognitive-Behavioral Therapy for High-Functioning Autism Spectrum Disorders and Anxiety

Author: Reaven, Blakeley-Smith, Leuthe, Moody, and Hepburn

Year: 2012

Publisher: Autism Research and Treatment

Summary: Modified CBT approaches for youth with high-functioning ASD and anxiety have resulted in significant reductions in anxiety following intervention. The purpose of the present study was to develop an intervention for treating anxiety in adolescents with ASD based on a CBT program designed for school-aged children. The Facing Your Fears-Adolescent Version (FYF-A) program was developed; feasibility and acceptability data were obtained, along with initial efficacy of the intervention. Twenty-four adolescents, aged 13–18, completed the FYF-A intervention. Results indicated significant reductions in anxiety severity and interference posttreatment, with low rates of anxiety maintained at 3-month follow-up. In addition, nearly 46% of teen participants met criteria for a positive treatment response on primary diagnosis following the intervention.

<https://www.hindawi.com/journals/aurt/2012/423905/>

Title: Cognitive Behavioural Treatment for Anger in Adults with Intellectual Disabilities: A Systematic Review and Meta-analysis
Author: Nicoll, Matthew, Beail, Nigel, Saxon, and David
Year: 2012
Publisher: Journal of Applied Research in Intellectual Disabilities
Summary: The cognitive behavioural treatment for anger in adults with intellectual disabilities has received increasing interest. This study reviewed the current literature in order to provide a meta analysis. The meta analysis revealed large uncontrolled effect sizes for the treatment for anger in adults with intellectual disabilities, but is viewed with caution due to low sample sizes. The narrative review showed improved methodological quality of the literature.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/jar.12013>

Title: Assessment of the Prerequisite Skills for Cognitive Behavioral Therapy in \ Children with and Without Autism Spectrum Disorders
Author: Lickel, MacLean Jr., Blakeley-Smith, and Hepburn
Year: 2012
Publisher: Journal of Autism and Developmental Disorders
Summary: The purpose of this study was to assess the cognitive skills of children with autism spectrum disorders (ASD) thought to be necessary for Cognitive Behavioral Therapy (CBT). Forty children with ASD and forty age-matched typically developing children between the ages of 7–12 years participated. Groups were comparable with regard to nonverbal IQ, but children with ASD had significantly lower verbal IQ. Children completed three CBT-related tasks requiring emotion recognition, discrimination among thoughts, feelings and behaviors, and cognitive mediation. With the exception of the emotion recognition task, children with ASD performed comparably to typically developing children and with a high rate of accuracy.
<https://link.springer.com/article/10.1007/s10803-011-1330-x>

Title: Intensive Cognitive Behavioral Therapy for Anxiety Disorders in School-aged Children with Autism: A Preliminary Comparison with Treatment-as-Usual
Author: Fujii, Renno, McLeod, Lin, Decker, Zielinski, and Wood
Year: 2013
Publisher: School Mental Health
Summary: Children with autism spectrum disorders (ASDs) frequently present with a comorbid anxiety disorder that can cause significant functional impairment, particularly at school. An intensive modular cognitive behavioral treatment (CBT) program was delivered to address anxiety, self-regulation, and social engagement in school and in the community. Children (7–11 years old) were randomly assigned to an immediate treatment condition (IT) that included 32 sessions of CBT (n = 7) or a 16-week treatment-as-usual (TAU) condition (n = 5) The CBT sessions emphasized behavioral experimentation and emotion regulation training as well as social coaching on increasing positive peer interactions. Post-treatment analyses showed that 71.4 % of the IT group had remitted from their primary anxiety disorder diagnosis as compared with none of the TAU group.
<https://link.springer.com/article/10.1007/s12310-012-9090-0>

Title: Cognitive Behavioral Therapy for Children With Autism: Review and Considerations for Future Research
Author: John T. Danial and Jerrfy J. Wood
Date: 2013
Publisher: Journal of developmental and behavioral pediatrics
Summary: Cognitive behavioral therapy (CBT) is now commonly used for high-functioning children with an autism spectrum disorder. The objective of this article was to describe the methods and results of cognitive behavioral interventions for children with autism. This article reviews CBT programs targeting anxiety, disruptive behavior, and core autism symptoms for children with autism. There is emerging evidence suggesting that CBT is possibly efficacious for anxiety and autism symptoms, but methodological weaknesses must be addressed before clear conclusions can be drawn.
<https://www.researchgate.net/publication/255688958> Cognitive Behavioral Therapy for Children With Autism Review and Considerations for Future Research

Title: Cognitive behavioural therapy for adults with autism spectrum disorder
Author: Valerie Gaus
Date: 2011
Publisher: Advances in Mental Health and Intellectual Disabilities:
Summary: With the rise in the diagnosis of autism spectrum disorders (ASD), affected adults may increasingly seek help from psychotherapists for problems managing daily life. These patients often have co-morbid disorders for which there are evidence-based protocols in the literature on cognitive behavioral therapy (CBT). This paper aims to provide guidance to psychotherapists serving these adults. Recently, there has been no outcome research on CBT with adult ASD, but there is evidence from separate literatures on cognitive functioning in ASD and CBT for non-autistic adults that can inform treatment for this population. Based on that evidence, this paper provides a psychotherapy model that can be applied to any patient with ASD who has enough verbal ability and interest to engage in regular sessions with a psychotherapist.
<https://www.researchgate.net/publication/235292657> Cognitive behavioural therapy for adults with autism spectrum disorder

Title: Cognitive-behavioral therapy for anxiety in youth with an autism spectrum disorder: A follow-up study
Author: Selles, Arnold, Phares, Lewin, Murphy and Storch
Date: 2014
Publisher: Sage on behalf of the National Autistic Society
Summary: Using a sample of 32 youth who had benefited at least minimally from a past trial of cognitive-behavioral therapy for anxiety in autism spectrum disorder, this study assessed anxiety symptoms in youth 10-26 months following treatment completion. Compared to baseline, follow-up scores were associated with large effects for treatment. Relative to post-treatment, a small effect for return in symptoms was present and significantly fewer individuals were rated as responders at follow-up. Future studies should investigate factors associated with poor treatment maintenance and modifications or additions to treatment that may help maintain treatment gains.
<https://www.researchgate.net/publication/263101193> Cognitive-behavioral therapy for anxiety in youth with an autism spectrum disorder A follow-up study

Title: Effectiveness of Cognitive-Behavioral Therapy for Children with Autism \ Spectrum Disorder and Anxiety
Author: Keehn, Brown, Chavira, and Lincoln
Year: 2010
Publisher: International Meeting for Autism Research
Summary: Children with ASD may be at a greater risk for developing anxiety due to inhibited temperament, physiological hyperarousal, and information processing biases (Happé & Frith, 2006). Cognitive-behavioral therapy (CBT) has been deemed the treatment of choice for typically developing children with anxiety disorders. This study evaluated the effectiveness of an empirically supported, individually-based cognitive-behavioral treatment for reducing anxious symptoms in children with ASD using a randomized controlled trial design. Preliminary findings suggest that some children who completed a 16-session CBT program evidenced clinically significant reductions in anxiety symptoms.
https://www.researchgate.net/publication/268144599_Effectiveness_of_Cognitive-Behavioral_Therapy_for_Children_with_Autism_Spectrum_Disorder_and_Anxiety

Title: Cognitive Behavioral Therapy for Early Adolescents With Autism Spectrum Disorders and Clinical Anxiety: A Randomized, Controlled Trial
Authors: Wood, Alessadri and 10 others
Year: 2014
Publisher: Behavior Therapy
Summary: A modular CBT program designed for preteens with ASD, Behavioral Interventions for Anxiety in Children with Autism was modified to address the needs of early adolescents with ASD and clinical anxiety. Thirty-three adolescents were randomly assigned to 16 sessions of CBT or an equivalent waitlist period. The CBT group outperformed the waitlist group on independent evaluators' ratings of anxiety severity on the Pediatric Anxiety Rating Scale and 79% of the CBT group met Clinical Global Impressions-Improvement scale criteria for positive treatment response at posttreatment, as compared to only 28.6% of the waitlist group.
https://www.researchgate.net/publication/260015816_Cognitive_Behavioral_Therapy_for_Early_Adolescents_With_Autism_Spectrum_Disorders_and_Clinical_Anxiety_A_Randomized_Controlled_Trial

Title: EEG Neurofeedback Treatment of Patients with Down Syndrome
Author: Tanju Surmeli and Ayben Ertem
Year: 2007
Publisher: Journal of Neurotherapy
Summary: Neurofeedback (NF) is an operant conditioning method for retraining brain wave (EEG) patterns. An increasing number of clinicians use operant conditioning of EEG activity as a method of helping children with Attention Deficit Hyperactivity and Generalized Learning Disability. Some Down syndrome children display symptoms of ADHD/ADD, GLDO or both. Eight children with Down Syndrome (ages 6–14) were evaluated through questionnaire, parent interview, and pre- and post-treatment quantitative EEG's. None of the subjects were able to speak more than one word sentences and they had very limited vocabulary (between 5–10 words). One subject dropped out after eight sessions. All seven children who completed NF training showed significant ($p < .02$) improvement in all areas evaluated.
https://www.researchgate.net/publication/233056286_EEG_Neurofeedback_Treatment_of_Patients_with_Down_Syndrome

Title: Adult Asperger Syndrome and the Utility of Cognitive-Behavioral Therapy
Author: Valerie Gaus
Year: 2011
Publisher: Journal of Contemporary Psychotherapy
Summary: The diagnosis of Asperger syndrome has most often applied to children, but there is a large cohort of affected adults who have never been diagnosed or properly treated. Many of these individuals are now seeking treatment for the symptoms of AS and/or comorbid mental health problems (e.g., mood and anxiety disorders). This article will present a framework for conceptualizing the mental health needs of adults with AS, using the evidence-based approaches found in the cognitive-behavior therapy (CBT) literature to inform treatment.
https://www.researchgate.net/publication/225736474_Adult_Asperger_Syndrome_and_the_Utility_of_Cognitive-Behavioral_Therapy

Title: The clinical practice of Cognitive Behavioural Therapy for children and young people with a diagnosis of Asperger's Syndrome
Author: Donoghue, Stallard, and Kucia
Year: 2010
Publisher: Clinical Child Psychology and Psychiatry
Summary: Children and young people diagnosed with Asperger's Syndrome (AS) have significant social-communication difficulties and impaired empathy and theory of mind skills. These difficulties place them at risk of developing mental health problems. Although Cognitive Behavioural Therapy (CBT) is recognised as an effective intervention for these problems in both child and adult populations, little research has specifically looked at the use of CBT with children and young people with an AS diagnosis. This paper focuses on the clinical practice of CBT and explores how the underpinning therapeutic relationship can be modified to meet the cognitive needs of this particular group of young clients.
https://www.researchgate.net/publication/44643087_The_clinical_practice_of_Cognitive_Behavioural_Therapy_for_children_and_young_people_with_a_diagnosis_of_Asperger%27s_Syndrome

Title: Compassion-focused therapy for trauma in people with intellectual disabilities: \ A conceptual review
Author: Cowles, Medley and Randle-Phillips
Date: 2018
Publisher: Journal of Intellectual Disabilities
Summary: Trauma exposure and post-traumatic stress disorder are more prevalent in people with intellectual disabilities (PWID) than in the general population. Compassion-focused therapy (CFT) may be particularly well-suited to PWID for a number of reasons, including its adaptability to different developmental levels. PWID are more likely to have issues with self-relating (e.g. shame and self-criticism) and attachment than the general population, two issues that are compounded by trauma and which CFT explicitly seeks to address. Furthermore, compassion-focused approaches emphasize cultivating a sense of safeness while empowering people to make behavioural changes; this is particularly pertinent to PWID who have been traumatized and may feel unsafe and disempowered. An overview of CFT and its application to trauma are given, as well as some case studies using CFT with PWID.
https://www.researchgate.net/publication/325151549_Compassion-focused_therapy_for_trauma_in_people_with_intellectual_disabilities_A_conceptual_review

Title: Is EMDR an effective treatment for people diagnosed with both intellectual disability and post-traumatic stress disorder?

Author: Rosanna Gilderthorp

Year: 2014

Publisher: Journal of Intellectual Disabilities

Summary: This study aimed to critically review all studies that have set out to evaluate the use of eye movement desensitization and reprocessing (EMDR) for people diagnosed with both intellectual disability (ID) and post-traumatic stress disorder (PTSD). Five studies are described and evaluated. Several common methodological criticisms are highlighted, however, including difficulty in the definition of the terms ID and PTSD, lack of control in design and a lack of consideration of ethical implications. Overall, the articles reviewed indicate cause for cautious optimism about the utility of EMDR with this population. The clinical and research implications of this review are discussed.

https://www.researchgate.net/publication/269182129_Is_EMDR_an_effective_treatment_for_people_diagnosed_with_both_intellectual_disability_and_post-traumatic_stress_disorder

Title: Trauma informed care: A qualitative study exploring the views and experiences of professionals in specialist health services for adults with intellectual disabilities

Author: Truesdale, Taggart, Brown and Bracley

Year: 2019

Publisher: Journal of Applied Research in Intellectual Disabilities

Summary: This study explored specialist intellectual disability practitioners perspectives on current health provision and developments to address trauma. Twenty-five qualitative interviews were conducted with practitioners across 6 health service areas in the UK. Seven central themes emerged: (a) unmasked trauma; (b) trauma informed care; (c) person-centred care and support; (d) multi-disciplinary working; (e) reasonable adjustments; (f) barriers to treatment and (g) awareness, training and education. Advances in the evidence-base for effective psychological interventions for PTSD and training of health care staff are needed to improve service provision for this population.

https://www.researchgate.net/publication/333654471_Trauma-informed_care_A_qualitative_study_exploring_the_views_and_experiences_of_professionals_in_specialist_health_services_for_adults_with_intellectual_disabilities

Title: Trauma-focussed cognitive-behaviour therapy for people with mild intellectual disabilities: outcomes of a pilot study

Author: Kroese, Taylor, Willott, Smith and four others

Year: 2016

Publisher: Advances in Mental Health and Intellectual Disabilities

Summary: The ten participants who completed the intervention showed a 27 per cent decrease in median Impact of Event Scale Intellectual Disabilities scores, equivalent to a medium effect size ($d=0.50$). This small study has confirmed the potential of TF-CBT as an intervention for extremely vulnerable individuals with ID who present with complex PTSD. The findings indicate that a group intervention is both feasible for and acceptable to adults with ID. A feasibility study followed by methodologically robust clinical trials is now needed to establish the effectiveness of the intervention and its utility in clinical practice.

<https://www.emerald.com/insight/content/doi/10.1108/AMHID-05-2016-0008/full/html>

Title: Group psychotherapy for trauma-related disorders in people with intellectual disabilities
Author: Razza, Sobsey, and Tomasulo
Year: 2011
Publisher: Advances in Mental Health and Intellectual Disabilities
Summary: This paper summarizes data on rates of sexual abuse and interpersonal trauma in people with intellectual disability (ID); demonstrates the relationship between such trauma and psychological distress; and describes a promising treatment technique for such exposed individuals. It also provides a clear understanding of a targeted therapeutic approach and the need for a system of accessible care so that afflicted individuals may have the benefit of such therapy.
<https://www.researchgate.net/publication/254192999> Group psychotherapy for trauma-related disorders in people with intellectual disabilities

Title: Integrative Care for Adolescents With Dual Diagnosis: Considering Trauma and Attachment Within an Innovative Model for Clinical Practice
Author: Gardiner, Moretti, and Iarocci
Date: 2017
Publisher: Journal of Mental Health Research in Intellectual Disabilities
Summary: Youth who experience “dual diagnosis” face great challenges, and require interventions to promote their autonomy and adaptive functioning. This article devotes attention to innovative components that have great relevance for this population, namely those related to attachment and trauma. It reviews research examining attachment- and trauma-informed care, and highlights practical approaches for which evidence is emerging.
<https://www.researchgate.net/publication/317972169> Integrative Care for Adolescents With Dual Diagnosis Considering Trauma and Attachment Within an Innovative Model for Clinical Practice



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Please submit comments about or reviews of any of these materials to Spectrum Institute. Those submitting comments should let us know about your experience or interest in therapy for individuals with intellectual and developmental disabilities.

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