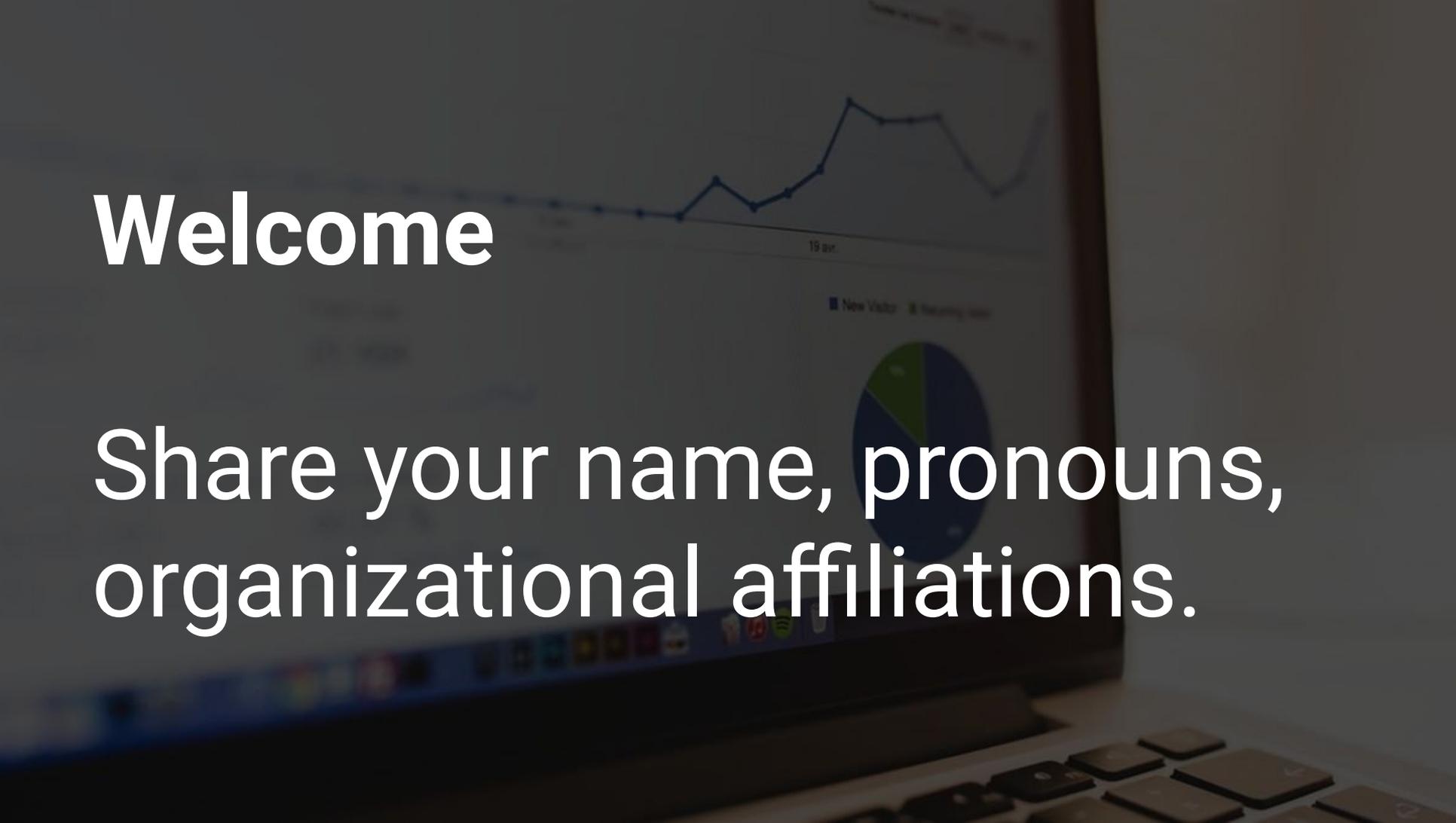


8th Annual Healing The Hurt - Connecting Hope to Action

The Intersection between Mental Health and Developmental Disabilities



A laptop screen displaying a dashboard with a line chart and a pie chart. The line chart shows data points over time, with a legend for 'New Visitor' and 'Returning Visitor'. The pie chart is partially visible below the line chart. The text 'Welcome' is overlaid on the top left of the screen.

Welcome

Share your name, pronouns,
organizational affiliations.

Accessibility

We're committed to the A in DEI- A and strive to provide an environment for disclosure around disabilities and to assist with providing accommodations.

We recognize that:

- Many disabilities are invisible.
- Accommodations may change from moment to moment.
- Folks may request additional resources around disability rights or resources after the session.



Learning Objectives

- Participants will examine developmental disabilities and the potential impact on youth and young adults
- Participants will examine common mental health concerns and its potential impact of youth and young adults
- Participants will co create strategies to increase accessibility and inclusion during services

What this training is

- An opportunity to examine and discuss developmental disabilities and the impact it has on youth and young adults.

What this training is NOT

- A replacement for mental health services, interventions or emergency care

Meet the Team

Answer the question, "Why are we the ones to solve the problem we identified?"



Sarah Blas (she, her)

Principal Consultant

Community Impact Strategies



Phillip Elliott (he, him)

Content Strategist

Community Impact
Strategies

Common Language for Common Ground

- **Depression**- a mood disorder that causes a **persistent** feeling of sadness and loss of interest. It affects how you feel, think and behave and can lead to a variety of emotional and **physical problems** that impact your daily life.
- **Sadness** - an emotional pain associated with, or characterized by, feelings of disadvantage, loss, despair, grief, helplessness, disappointment and sorrow. Sadness can be normal.
- **Anxiety** - a natural human response when we feel that we are under threat. It can be experienced through our thoughts, feelings and **physical sensations**.
- **Panic Disorder** - an anxiety disorder where you **regularly** have sudden attacks of panic and fear.
- **Self harm** - the channeling of emotional pain into physical pain, usually done to reduce overwhelming feelings or thoughts, create a sense of being in control, or escape traumatic memories

Common Language for Common Ground

- **Emotional disturbance** - An inability to learn that cannot be explained by intellectual, sensory, health factors. An inability to build or maintain satisfying interpersonal relationships with peers, teachers and staff.
- **Trauma informed lens** - A trauma-informed approach to care acknowledges that health care organizations and care teams need to have a complete picture of a patient's life situation — past and present
- **Trauma stewardship** - Trauma stewardship is being fully present with others their pain, trauma, and suffering without taking it on as our own. It is a long-term approach to tending to our wholeness so we can be helpful to others in our full integrity.

Developmental Disabilities

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas. About one in six children in the U.S. have one or more developmental disabilities or other developmental delays. Facts. Milestones and screening.

Source: [CDC.GOV](https://www.cdc.gov)

Developmental Disabilities

There are four main types of developmental disorders.

-Nervous system disabilities

-Sensory related disabilities

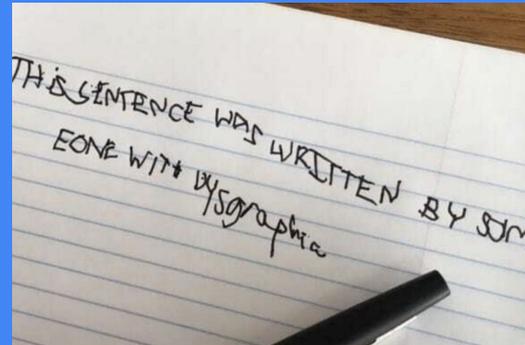
-Metabolic disorders

-Degenerative disorders

Examples: Autism Spectrum Disorder, Cerebral palsy, ADHD, Fetal alcohol disorder syndrome, hearing loss, Auditory processing disorder

Learning Disabilities

- Dyslexia
- Dyscalculia
- Dysgraphia
- Auditory/ Visual Processing Disorders
- <https://ldaamerica.org/types-of-learning-disabilities/>



Types of Learning Disabilities

➤ Dyslexia

A language and reading disability

➤ Dyscalculia

Problems with arithmetic and math concepts

➤ Dysgraphia

A writing disorder resulting in illegibility

➤ Dyspraxia (Sensory Integration Disorder)

Problems with motor coordination

➤ Central Auditory Processing Disorder

Difficulty processing and remembering language-related tasks

➤ Non-Verbal Learning Disorders

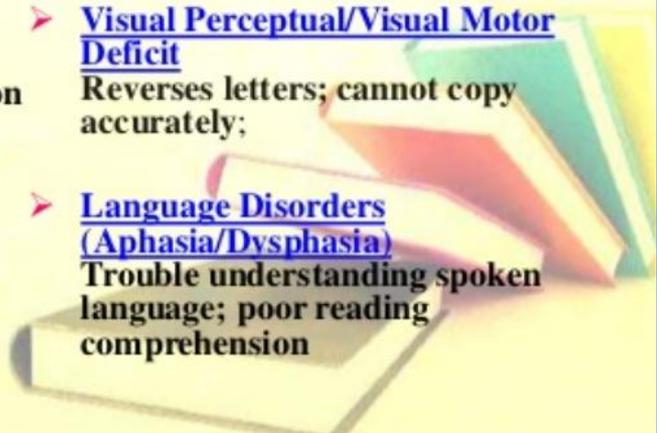
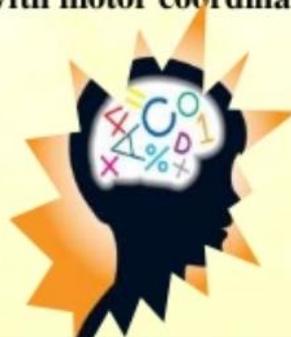
Trouble with nonverbal cues, e.g., body language; poor coordination, clumsy

➤ Visual Perceptual/Visual Motor Deficit

Reverses letters; cannot copy accurately;

➤ Language Disorders (Aphasia/Dysphasia)

Trouble understanding spoken language; poor reading comprehension



Accommodations

An intentional change in time, presentation, format, environment or tool(s).



Developmental Delay

Characteristics

- Difficulties with gross motor skills
- Difficulty focusing or making eye contact
- Eyes appear to be crossed or turned
- Brings objects too close to eyes to see

Strategies / Accommodations

- Plan physical activities for times when the student has the most energy.
- Provide daily opportunities and activities for children to use handheld tools and objects.

Mental Disabilities

Mental illnesses are health conditions involving changes in emotion, thinking or behavior (or a combination of these). Mental illnesses can be associated with distress and/or problems functioning in social, work or family activities.

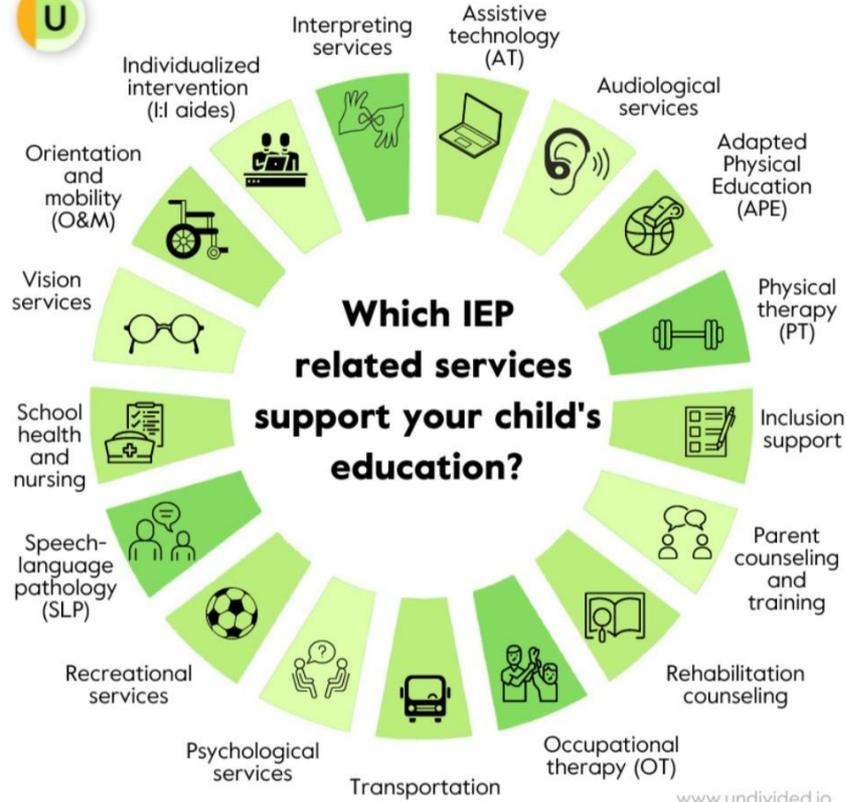
Source: [Definitions](#)

I.E.P. (Individualized Education Plan)

- An I.E.P is a tailored education plan based on your child's individual needs.
- This can be implemented with or without diagnoses.
- Stigma and apprehension around formal evaluations and I.E.P implementation are valid, and often a symptom of historical factors, especially in BIPOC communities.

According to NYU
more than 200,000
public school
students have IEPs.

Emotional
Disturbance in
IEPs.



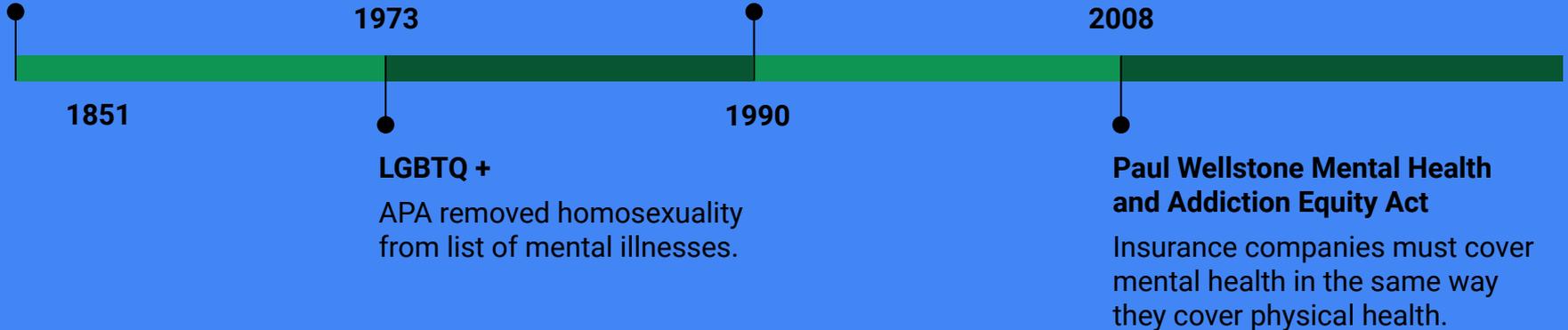
History of Mental Health Treatment in Children and Adolescents

Drapetomania

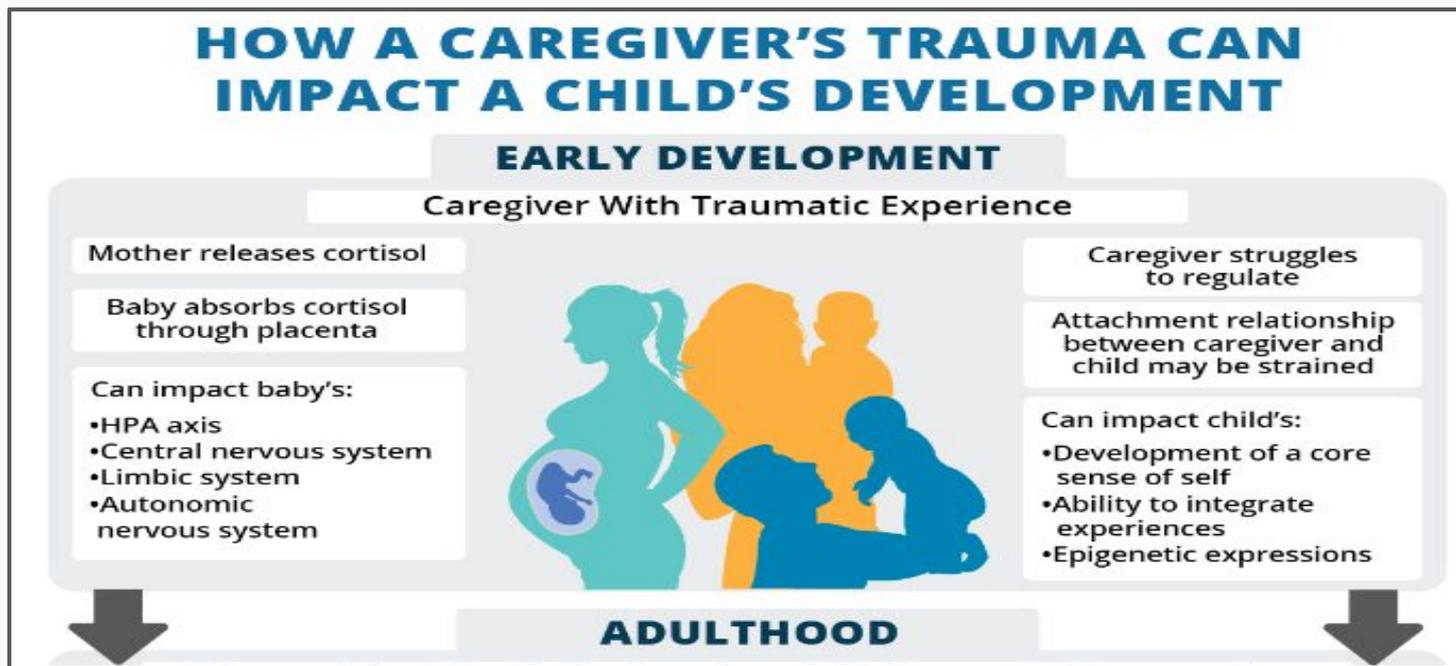
Supposed mental illness hypothesized as a cause of enslaved Africans fleeing captivity.

Americans with Disabilities Act

Prohibits discrimination in any form against those with mental disabilities.



The Developing Brain and Trauma



Caregiver Trauma and the Developing Brain



Image Credit:

nicabm-stealthseminar.s3.amazonaws.com/Infographics/Trauma-Development/NICABM+InfoG-Trauma-and-Development.jpg

Caregiver Trauma and the Developing Brain



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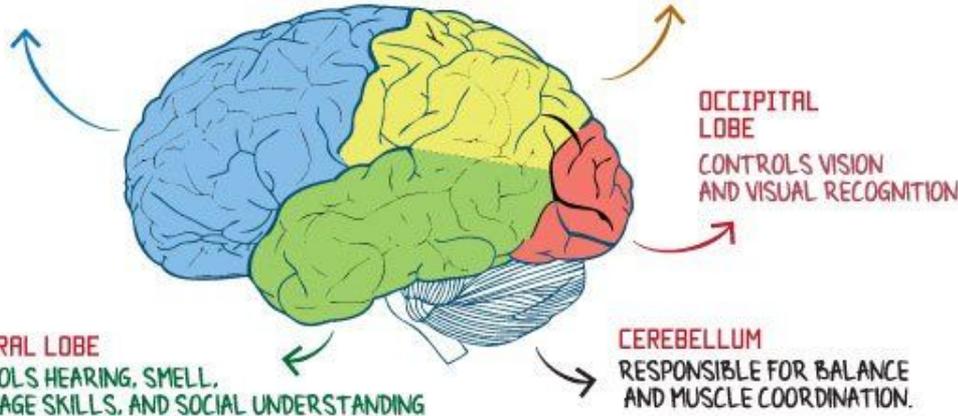
90% OF A CHILD'S BRAIN DEVELOPMENT HAPPENS BEFORE AGE 5

FRONTAL LOBE

HANDLES ALL THOUGHT AND VOLUNTARY BEHAVIOR
MEMORY, GOAL FORMATION, ABSTRACT THINKING,
PLANNING, AND IMPULSE CONTROL

PARIETAL LOBE

ASSOCIATED WITH BODILY SENSATIONS
LIKE HEAT, COLD, PRESSURE, AND PAIN
CONTROLS TASTE, TOUCH, THE ABILITY
TO RECOGNIZE OBJECTS, HAND-EYE COORDINATION



OCCIPITAL LOBE

CONTROLS VISION
AND VISUAL RECOGNITION

TEMPORAL LOBE

CONTROLS HEARING, SMELL,
LANGUAGE SKILLS, AND SOCIAL UNDERSTANDING

CEREBELLUM

RESPONSIBLE FOR BALANCE
AND MUSCLE COORDINATION.

Image Credit:
[directindia.org/
resources/](http://directindia.org/resources/)



[Middle School Tool Kit](#)

Video Credit: [Futures
without Violence](#)

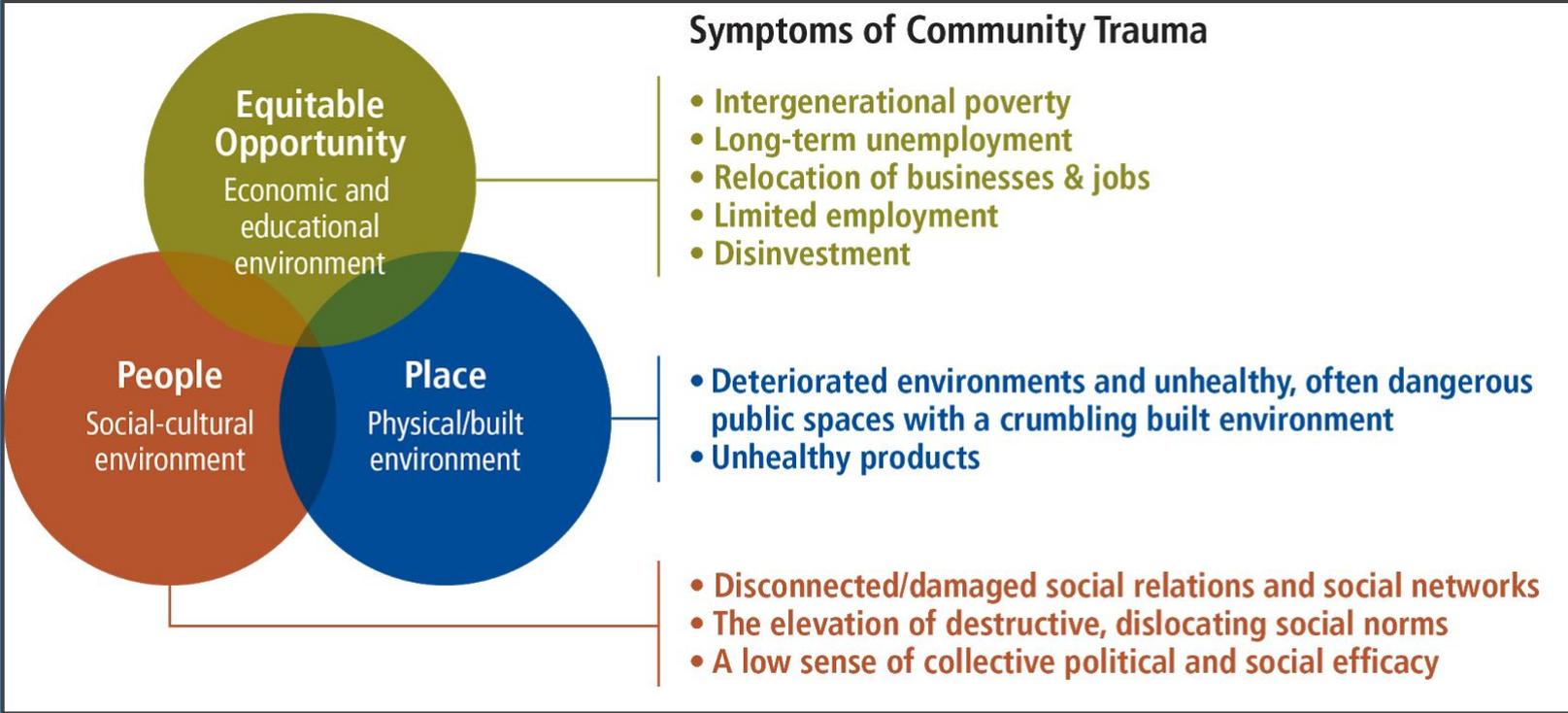


Image credit:
organizingengagement.org/models/adverse-community-experiences-and-resilience-framework/

**Hope to Action
is *Possible!***

Neuroplasticity (Brain Healing)

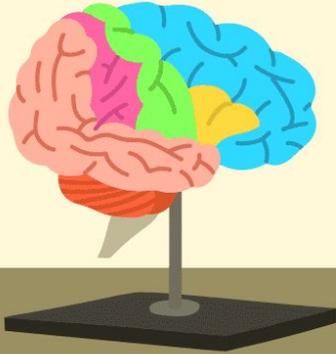
neu·ro·plas·tic·i·ty

noun: **neuroplasticity**

The ability of the brain to form and reorganize synaptic connections, especially in response to learning or experience or following injury.

"neuroplasticity offers real hope to everyone from stroke victims to

What is Neuroplasticity (aka Brain Plasticity)?



Brain's ability to
change and adapt

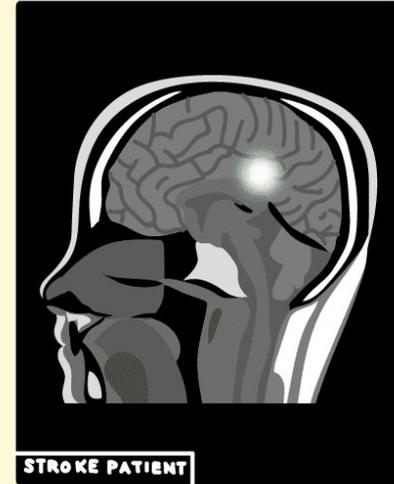
verywell

Type 1: Structural Plasticity



Experiences or memories
change a brain's physical
structure

Type 2: Functional Plasticity



Brain functions move from
damaged area to
undamaged area

Case Study

You are an after school provider. You walk into a classroom to see Elijah, age 4, throwing books and cursing. The classroom has been completely vandalized. The teacher is crying and the other students are sitting in the corner. They have witnessed this entire incident.

What are your initial thoughts?

What are your short term and long term hopes for Elijah?

What actions can you take to make them a reality?

Turn and Talk

Role play if you're comfortable

Role 1: After school provider

Role 2: Parent or caregiver

Tips for engaging parents/caregivers

- Start with glows then grows

- Never use a diagnosis

- Ask what helps at home

- Recent traumatic events

Turn and Talk

Role play if you're comfortable

Role 1: After school provider

Role 2: Management

Tips for engaging management

- Start with glows then grows

- Never use a diagnosis

- Ask what clarity is organizational policies

- Are they trauma informed?

- Ask yourself am I experiencing burnout?

- Are there specific resources I need?

Healing from Trauma

- Therapy with a LCSW or other provider (ex. EMDR)
- Medication Management
- Spiritual Practices
- Religious Practices
- Holistic Practices (herbs)
- Somatic Practices (meditation, yoga, positive affirmations, grounding)
- Tailoring parenting methods

All of these methods have the same goal:

Resources for Caregivers/ providers - Letting go of guilt and shame

- [Resources for Parents](#)
- [Age-Related Reactions to a Traumatic Event](#)
- [Caring for Kids: What Parents Need to Know about Sexual Abuse](#)
- [I Don't Know How to Have a Happy Holiday \(video\)](#)
- [I Don't Know How To: Parent Series \(video\)](#)
- [My Child is Suicidal and I Don't Know How to Help \(video\)](#)
- [Turning the Tide: Parenting in the Wake of Past Trauma](#)
- [Helping Youth to Cope with 4th of July Celebrations After a Shooting](#)

Further Research

- Children, Adolescents and Mental Illness
 - The American College of Obstetricians and Pediatricians
- Treatment and Mental Illness
 - Interventions for Adolescent Mental Health: An Overview of Systematic Reviews
- Racial Trauma and Depression
 - The Intergenerational Impact of Structural Racism and Cumulative Trauma on Depression
- Racial Trauma/ NAMI
 - The Effects of Racial Trauma on Mental Health: Deaths Captured on TV and Media
- Characteristics of Suicidality in Young Children
 - Understanding the Characteristics of Suicide in Young Children