

So excited that you have joined
us today.

While you are waiting for the
training to start, please listen to
some music that relates to our
topics today.





Project ATAIN

Access to Trauma-informed Treatment and Assessment for
Neurodivergent and/or Gender-expansive youth

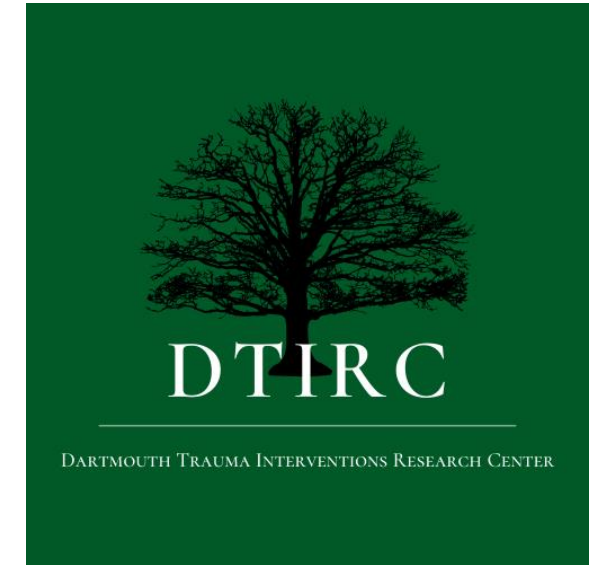


OUR DTIRC TEAM

DARTMOUTH TRAUMA INTERVENTIONS RESEARCH CENTER (DTIRC)

- M. Kay Jankowski
- Erin Barnett
- Becky Parton
- Jennifer McLaren
- Kelly Smith
- Kaitlyn Ahlers
- Christina Moore
- Kady Sternberg
- Erin Knight-Zhang

We have engaged people with lived experience and **state and national experts** to help us create these curricula and bring it to NH



Acknowledgements:

Micah Peace Urquilla, Consultant

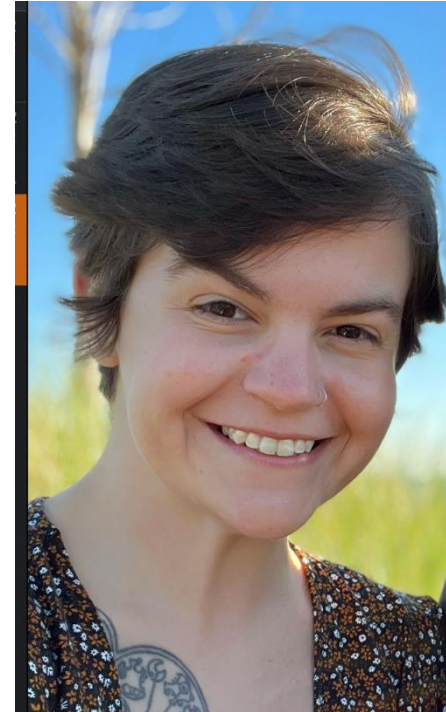
Jason Fogler, Boston Children's
John Strang, Children's National
STRYDD Center, Northwell Health
Cincinnati Children's Hospital
NH START

LEND – Leadership Education in
Neurodevelopmental and related Disabilities
CASA of NH Digital Recording

Your presenters today

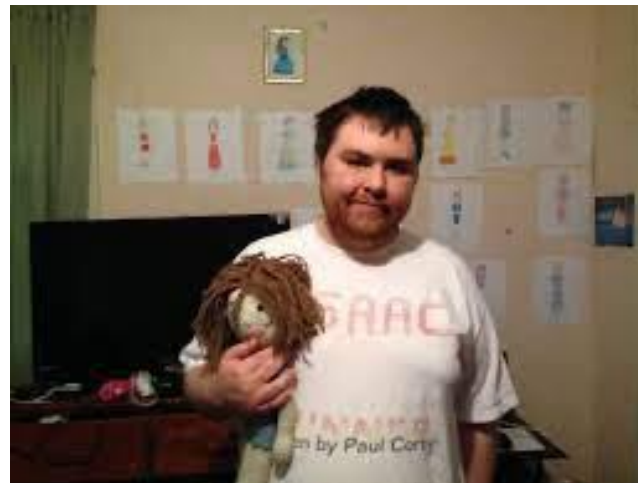


Kelly Smith



Micah Peace Urquilla

Thank you for being here today.
We are going to ask you to "really" be here.
We are going to ask you to lean into any discomfort you may experience today. Notice and explore that discomfort. Our neurodivergent youth deserve and need us to learn from our discomfort and embrace inclusivity.
Inclusivity is about a person feeling like they matter.

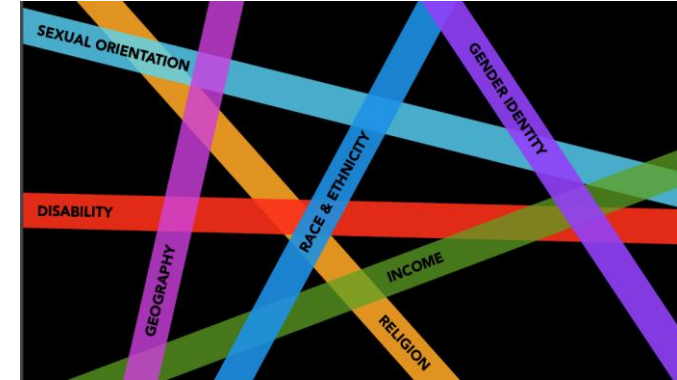
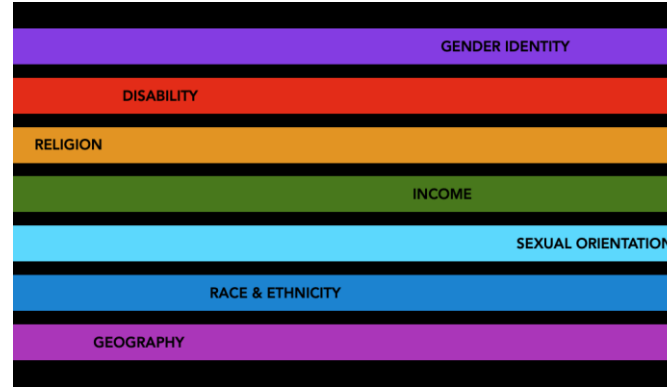


“Love and belonging are the needs of all adults and children. We are hardwired for connection- it’s what gives purpose and meaning to our lives. The absence of love, belonging, and connection always leads to suffering.”

Brené Brown

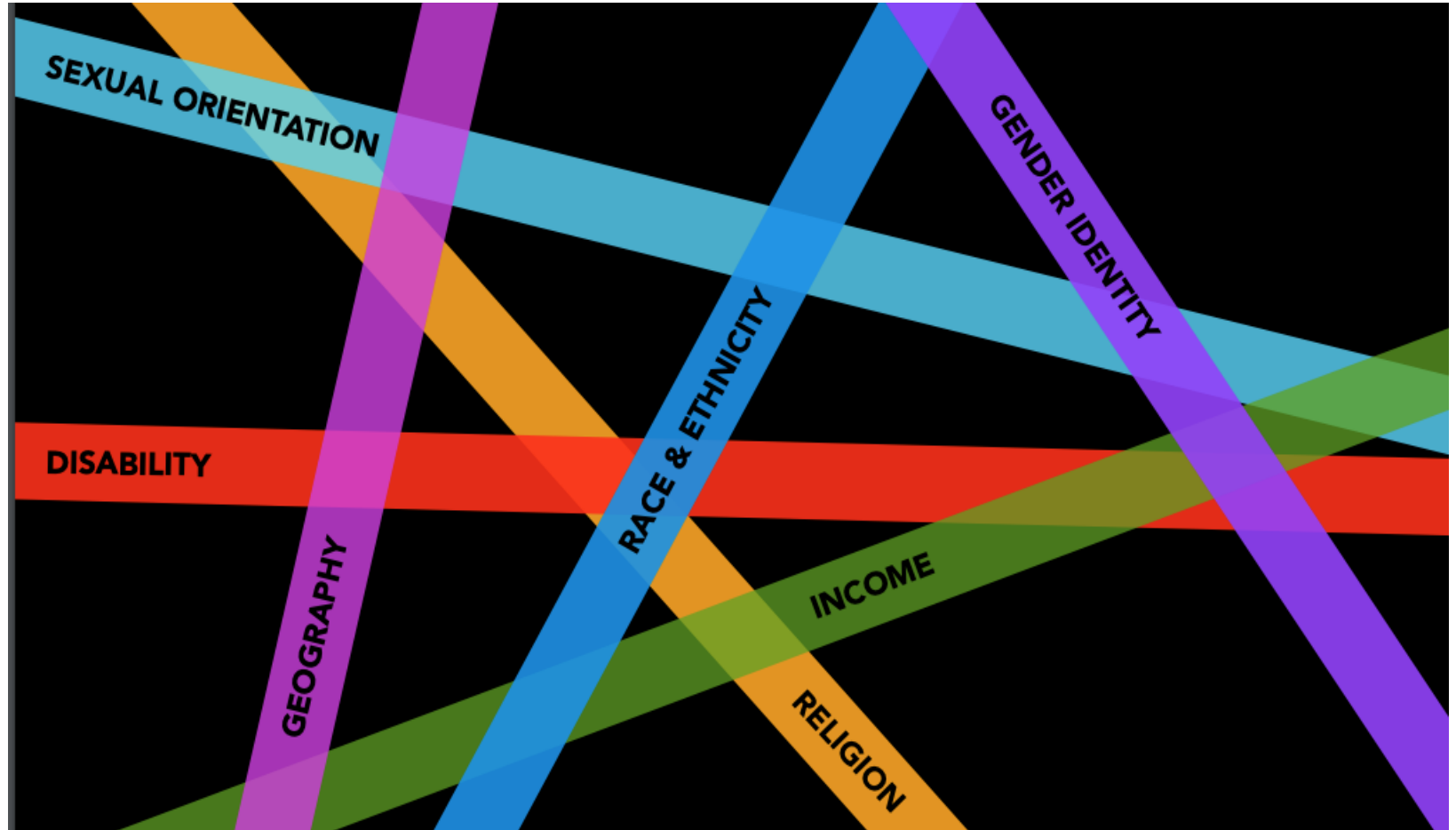
We all have intersectional identities

- A framework to understand the many interconnected and overlapping social identities that each of us have.
- Intersectionality is looking at all of the different aspects of who I am so that I can be open to all the different aspects of you.
- What our brain does under stress and how that impacts assessment, engagement and intervention



Disability & Intersectionality

Intersectional approaches are required when considering additional stress burden AND different kinds of community and cultural supports which may buffer against this added stress burden.



What is trauma?

“A traumatic event is a frightening, dangerous, or violent event that **poses a threat** to a child’s life or bodily integrity. Witnessing a traumatic event that threatens life or physical security of a loved one can also be traumatic.”

National Child Traumatic Stress Network



Domestic violence

Neglect

Parental SUD

Divorce

Physical abuse

School safety drills

Sexual abuse

Bullying (verbal and physical)

Exclusion from social

Sporting/auditorium events

Improper use of seclusion or restraint

Isolation

Medical/dental procedures

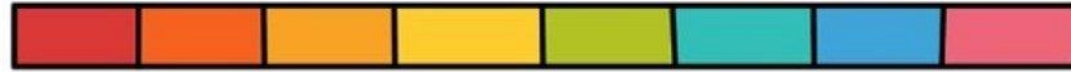
Discrimination

Minority stress

Feelings	Behaviors	Beliefs about self
<ul style="list-style-type: none"> • Confused • Sad • Frustrated • Scared • Angry • Lonely • Happy 	<ul style="list-style-type: none"> • Self-harm • Can't sleep/ too much sleep • Irritability • Aggressive • Eloping • Raging/ Out of control • Hurting other kids • Need to control • Encopresis/ Enuresis • Rocking/ self-soothing • Public/ excessive masturbation • Repetitive questions • Withdrawn/ disconnected from people • Somatic complaints • Self stimming • Perseveration 	<ul style="list-style-type: none"> • I am bad • I am unlovable • I am dirty • It's my fault • I am powerless • Nobody cares about me • Nobody will protect me • It is not okay to feel my feelings • I have to be perfect • I am unworthy • I am weird/ different • I do not belong here

Autism Spectrum

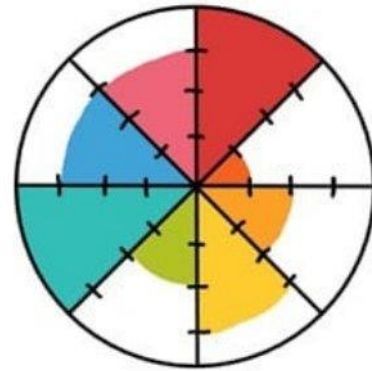
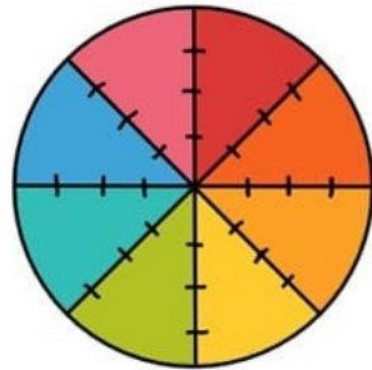
The Autism Spectrum is NOT linear



less autistic

very autistic

The Autism Spectrum looks more like:



- Social differences
- interests
- repetitions
- sensory sensitivities
- emotional regulation
- perception
- executive functioning
- other

Terms like "high functioning", "low functioning" and "Asperger" are harmful and outdated.

Autism_sketches

A note on language

AUTISM IN ADULTHOOD
Volume 3, Number 1, 2021
Mary Ann Liebert, Inc.
DOI: 10.1089/aut.2020.0014


Perspectives

Avoiding Ableist Language: Suggestions for Autism Researchers


Kristen Bottema-Beutel, PhD,¹ Steven K. Kapp, PhD,² Jessica Nina Lester, PhD,³
Noah J. Sasson, PhD,⁴ and Brittany N. Hand, PhD, OTR/L⁵

Short Report

Short report: Preferences for identity-first versus person-first language in a US sample of autism stakeholders

Amanda Taboas, Karla Doepke and Corinne Zimmerman 



Autism
1–6
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Minority Stress

Added stress burden of constantly processing these negative life events

INTERNAL



Everyday discrimination

Outness (disclosure)

Victimization

EXTERNAL

Additional negative life events due to marginalization

Understanding Neurodiversity: Jay Pierce

Breakout Groups

(8 minutes)

- What are some of Jay's intersecting identities?
- What are a few of your intersecting identities?
- What are some of Jay's strengths?



Trauma & IDD Myths

- Youth with IDD do not experience trauma
- Youth with IDD are protected from trauma because of their disability
- Youth with IDD cannot engage in treatment
- Standard mental health treatment is ineffective for children with IDD
- A challenging behavior is explained by an intellectual disability
- Environmental modification is the only option
- IQ can tell you everything you need to know about a child
- Working with this population requires **significant** specialized training

Framework

Who are our individuals?

They are amazing, unique, strong, creative, courageous, funny, resourceful and want to be connected.



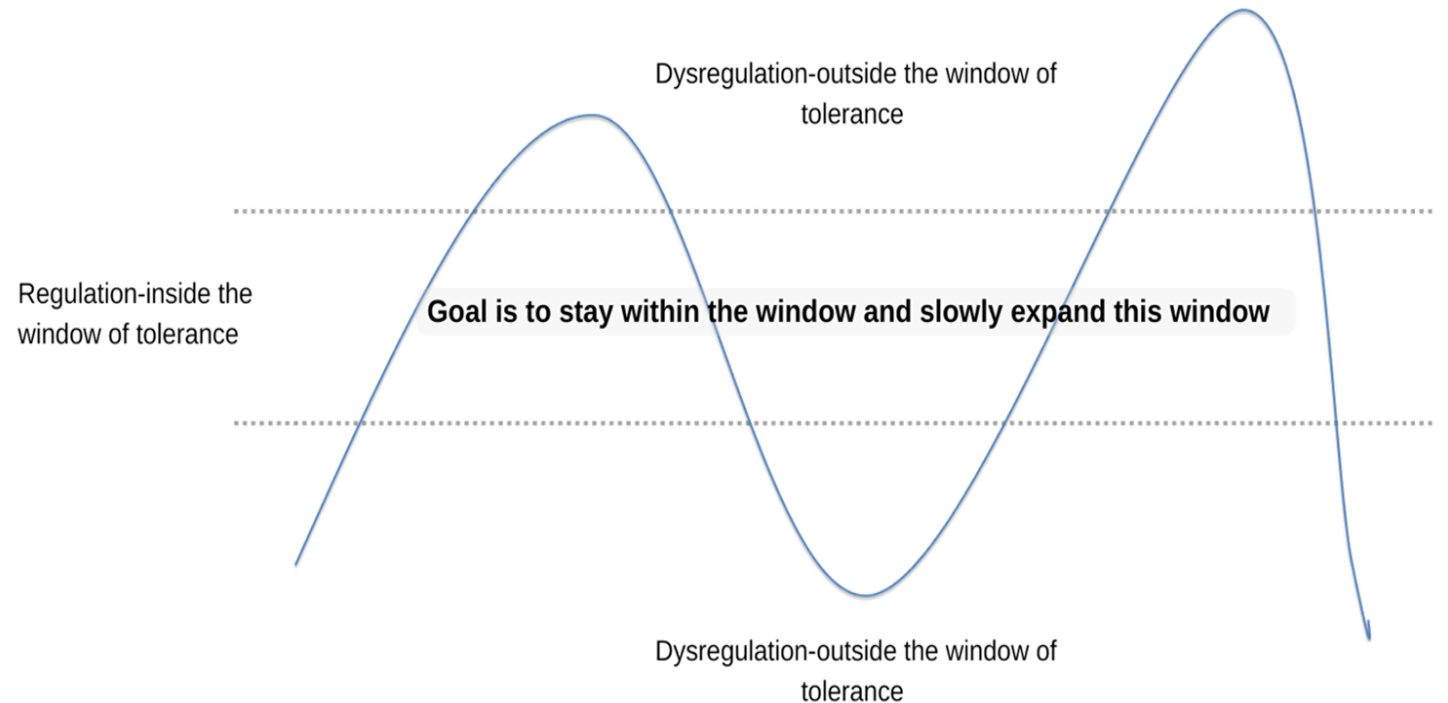
We need to show up...everyday

Always have hope and respect for our individuals. Look for opportunities to practice and teach over and over again. We must regulate, engage, repair, and reconnect, Be curious, compassionate, and kind.



Window of Tolerance

- Co-regulation (as opposed to self-regulation). The adult becomes the “emotional container” with the individual. The caring adult stays regulated and engaged with the individual during stressful and dysregulated times.



Help us evaluate our training!

- Your feedback is priceless. We will be facilitating an evaluation right now. Keep this webinar open and open another tab to access your email (or you can use your mobile phone).
- A link to the evaluation should be near the top of your inbox.
- Follow the link and complete the evaluation, **then we'll come back together and wrap up**



Question and reflection time



- Hope is not an emotion, hope is a cognitive thinking approach.
- Hope is 100% teachable.
- People who have experienced hard times are better at having hope, hope is a function of struggle.
- Two prerequisites for high levels of hopefulness are: Perseverance and Tenacity.
- People who have hope have had someone in their life that modeled and held out hope for them. Please step up and be that someone.



Our purpose

Our task is to provide a light in the darkness for those who have lost faith that people will protect them- or that they have a basic human right to that protection. The restoration of hope to a terrified child or guardian is a calling, and we must aspire to be our best selves to do it justice.