



# The intersection of disability & trauma

August 2022



Partners for  
Youth with Disabilities



Partners for  
Youth with Disabilities

To create a world where young people with disabilities can lead **self-determined** lives filled with **dignity, pride,** and **purpose.**



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she/ her

Learn how you learn best.





# Agenda

## *Intros*

- Quick reflection

## *Trauma & Disability*

- What is trauma?
- Trauma & youth
- Trauma's intersection with disability

## *Wrap-up*

- Final reflections & applications

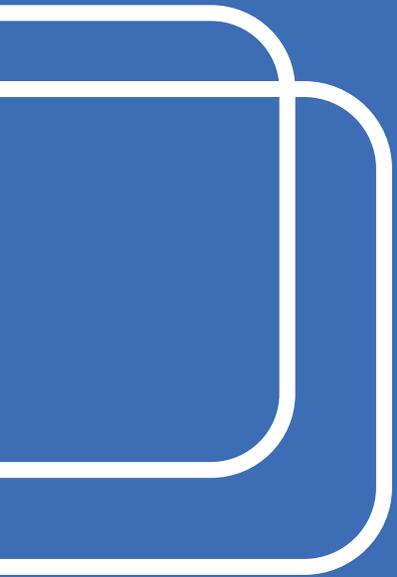


What is trauma?

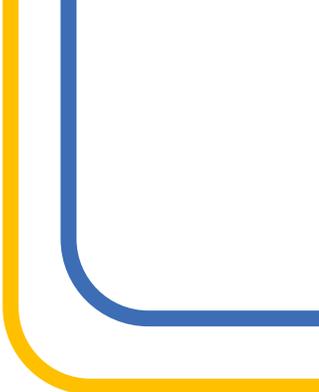
## EXAMPLES OF GROUNDING TECHNIQUES

Mental grounding	Physical grounding
<ul style="list-style-type: none"><li>▪ <b>Describe your environment in detail, using all of your senses.</b> Describe objects, sounds, textures, colors, smells, shapes, numbers, and temperature.</li><li>▪ <b>Play a categories game.</b> Try to think of “TV shows”, “songs”, “ice cream flavors”...</li><li>▪ <b>Say a safety or coping statement.</b> “My name is _____; I am safe right now; I am in the present, not the past; this feeling will pass”</li><li>▪ <b>Say kind statements,</b> as if you were talking to your best friend. For example, “You are a good person going through a hard time. You’ll get through this.”</li><li>▪ <b>Remember</b> the words to an inspiring song, quote, prayer, or poem.</li><li>▪ <b>Visualize</b> a place that is calming and safe.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Touch various objects around you:</b> a pen, keys, your clothing, a table, a wall. Notice textures, colors, materials, weight, temperature.</li><li>▪ <b>Dig your heels into the floor.</b> Remind yourself that you are connected to the ground.</li><li>▪ <b>Carry a grounding object in your pocket</b> - a small object (stone, ring, coin, piece of cloth, beads, etc) that you can touch or hold.</li><li>▪ <b>Stretch.</b> Extend your fingers, arms, or legs as far as you can; roll your head around gently.</li><li>▪ <b>Clench and release your fists.</b></li><li>▪ <b>Eat or drink something.</b> Describe the flavors or notice the temperature in detail.</li><li>▪ <b>Focus on your breathing,</b> noticing each inhale and exhale. Take deep “belly breaths”</li></ul>





What is trauma?



Trauma is an **emotional response** to an event or an experience that is **deeply distressing or disturbing**.

Typical traumatic events tend to **threaten the well-being** of a person or someone important to them





Trauma arises as a result of **stress** and **our reaction** to that stress.



## POSITIVE



A normal and essential part of healthy development

## TOLERABLE



Response to a more severe stressor, limited in duration

## TOXIC



Experiencing strong, frequent, and/or prolonged adversity



## Common trauma responses

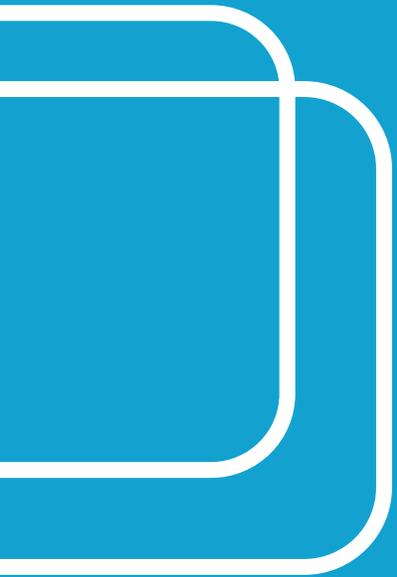
- “On edge”
- Numb
- Difficulty concentrating
- Difficult trusting
- Anger
- Sadness
- Shame
- Trouble sleeping
- Eating

\*\*These responses may present themselves as externalizing behaviors (aggression, non-compliance) or internalizing behaviors (withdraw, seclusion).\*\*









# Disability & trauma

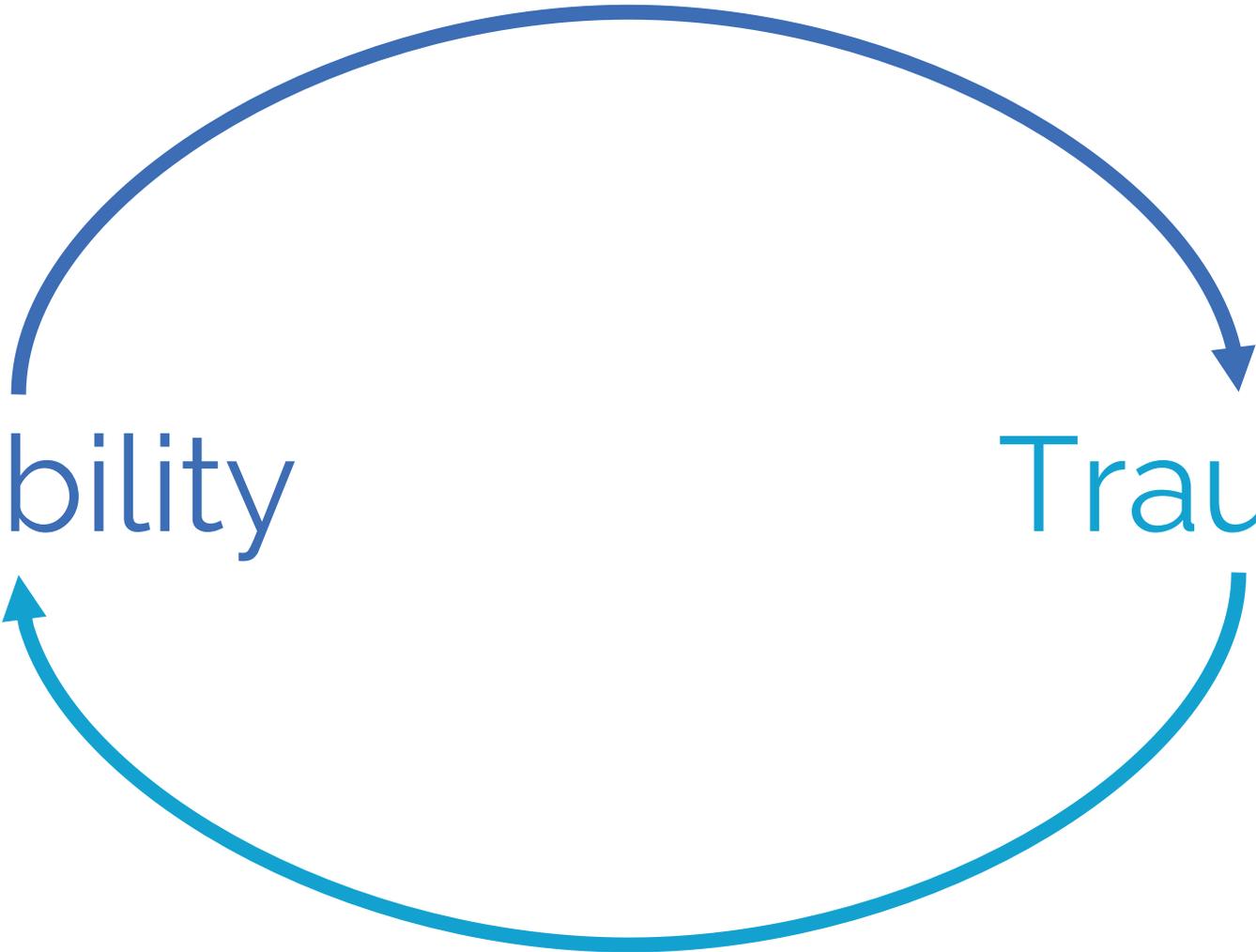
Disability

Trauma



Disability

Trauma



Disability

Trauma



Reduced  
concentration

Sadness

Disability



Trauma

Anger

Separation  
anxiety



ADHD

Reduced  
concentration

Depression

Sadness

Disability



Trauma

Mood disorder

Anger

Anxiety

Separation  
anxiety



## POSITIVE



A normal and essential part of healthy development

## TOLERABLE



Response to a more severe stressor, limited in duration

## TOXIC



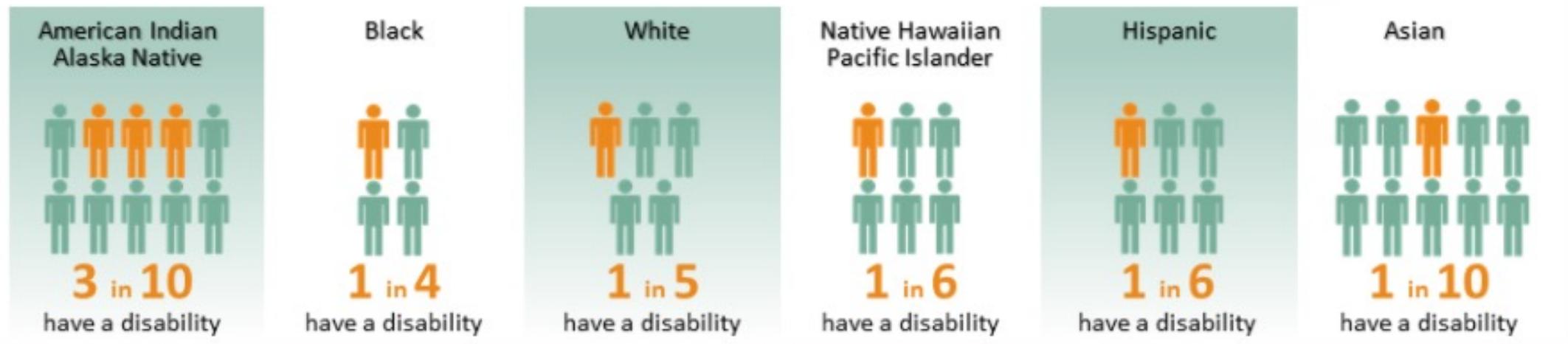
Experiencing strong, frequent, and/or prolonged adversity



# Adults with Disabilities: Ethnicity and Race

When it comes to the health of people with disabilities, it's important to know the health differences among racial and ethnic groups

## Approximate number of adults with a disability by ethnicity and race



## AN ESTIMATED 3-5 MILLION LGBT PEOPLE HAVE DISABILITIES



**2 in 5**  
transgender adults<sup>1</sup>

&



**1 in 4**  
LGB adults<sup>2</sup>  
in California

**40%** of bisexual men  
**36%** of lesbian women  
**36%** of bisexual women  
**26%** of gay men<sup>3</sup>  
in Washington  
reported having a disability

...compared to **27.2%**  
of the general population<sup>4</sup>



Note: current estimates suggest there are between 9-11 million LGBT adults in the United States. Assuming that approximately one in four have a disability, we estimate there are between 3-5 million LGBT people with a disability.



**40%**  
of incarcerated  
women are sexual  
minorities



**49%**  
of women in jail  
reported a  
disability



**85%**  
of detained  
LGBTQ youth are  
youth of color

LGBTQIA+ individuals with disabilities are more likely to have a mental health disability in their lifetime, such as depression, anxiety, and substance use disorders.

Source: [Movement Advancement Project](#) (2019)

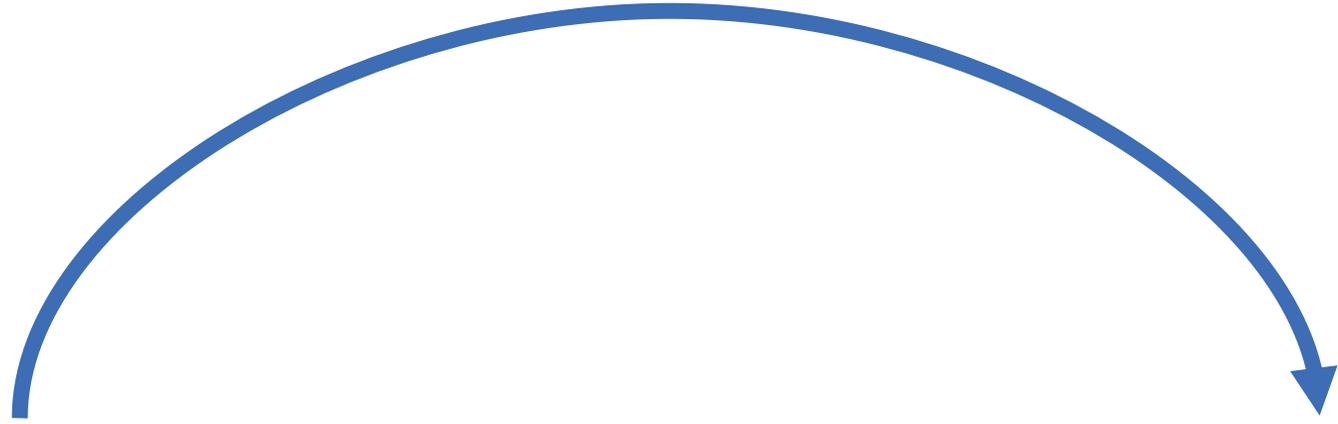


# COVID-19 and Trauma

- Concerns about health care access (rationing of supplies/personnel)
- Ableism and discrimination based on disability history and underlying medical conditions
- Disruptions to necessary medical care and personal care assistance
- Concerns for family members and friends in the disability community
- Masking and social distancing concerns



Disability



Trauma



**Medical  
model**

**Ableism**



4 times  
more likely

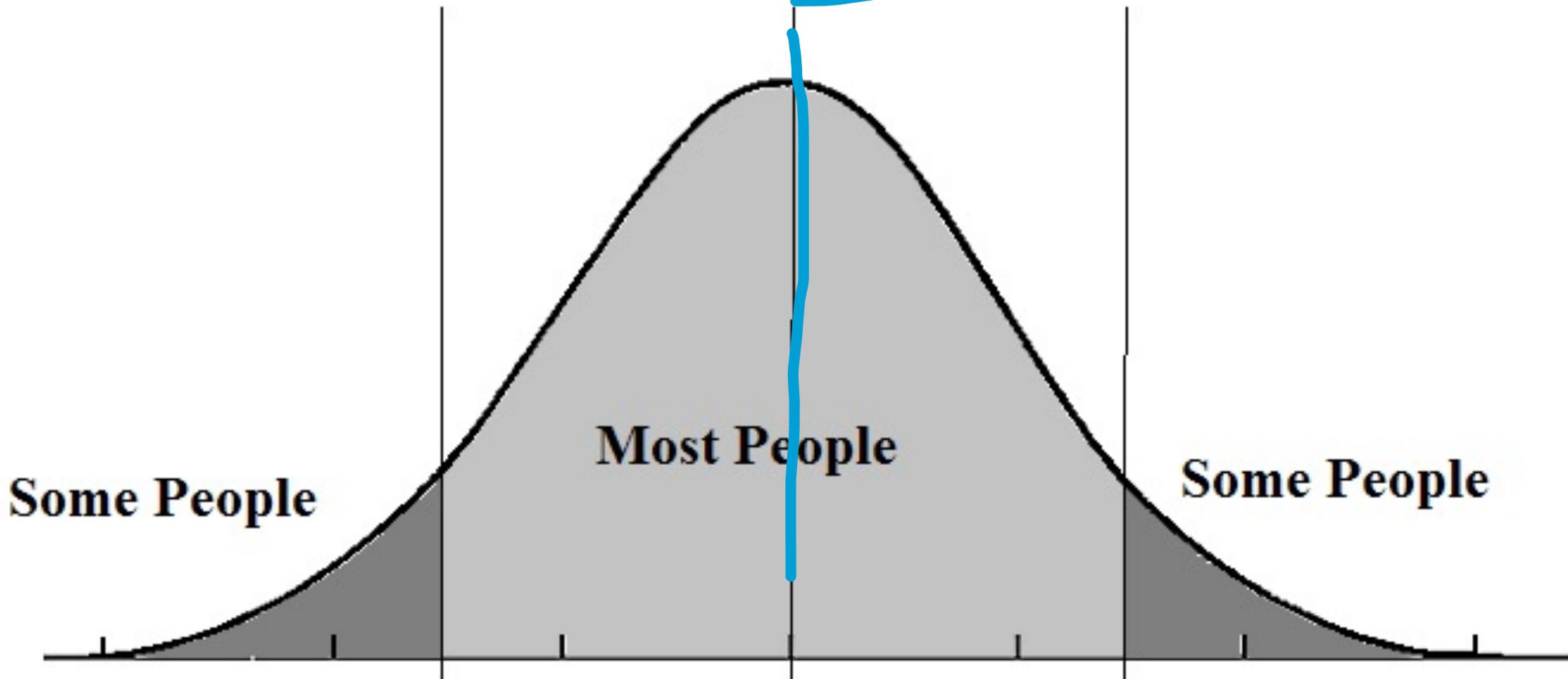


80%



3-5 times  
more likely

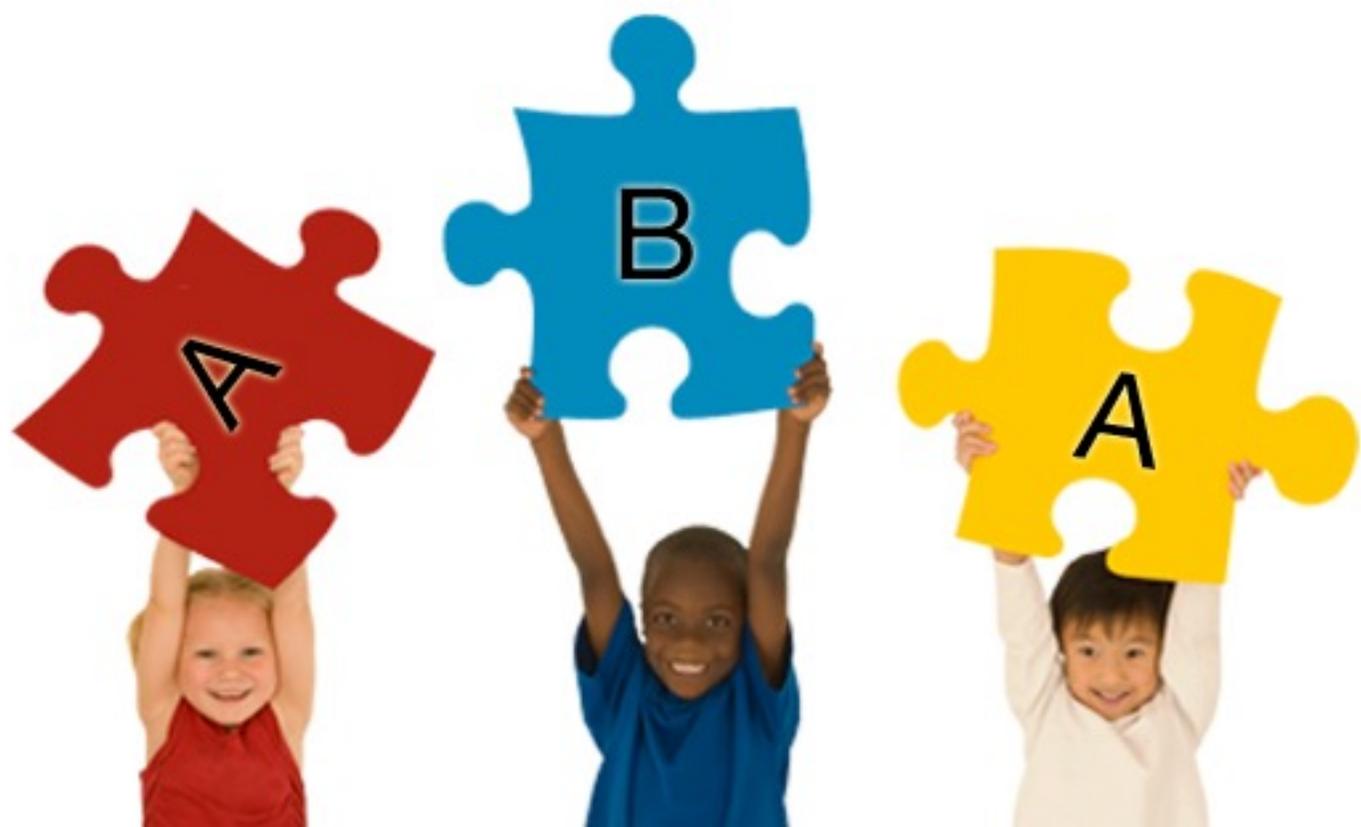
**Average Person**



**Some People**

**Most People**

**Some People**





“Based on the findings, the author predicts that nearly half of ABA-exposed autistic children will be expected to meet the PTSD criteria four weeks after commencing the intervention; if ABA intervention persists, there will tend to be an increase in parent satisfaction despite no decrease in PTSS severity.”





"I need to silence my most reliable way of gathering, processing, and expressing information, I need to put more effort into controlling and deadening and reducing and removing myself second-by-second than you could ever even conceive, I need to have quiet hands, because **until I move 97% of the way in your direction you can't even see that's there's a 3% for you to move towards me.**" ~Julia Bascom

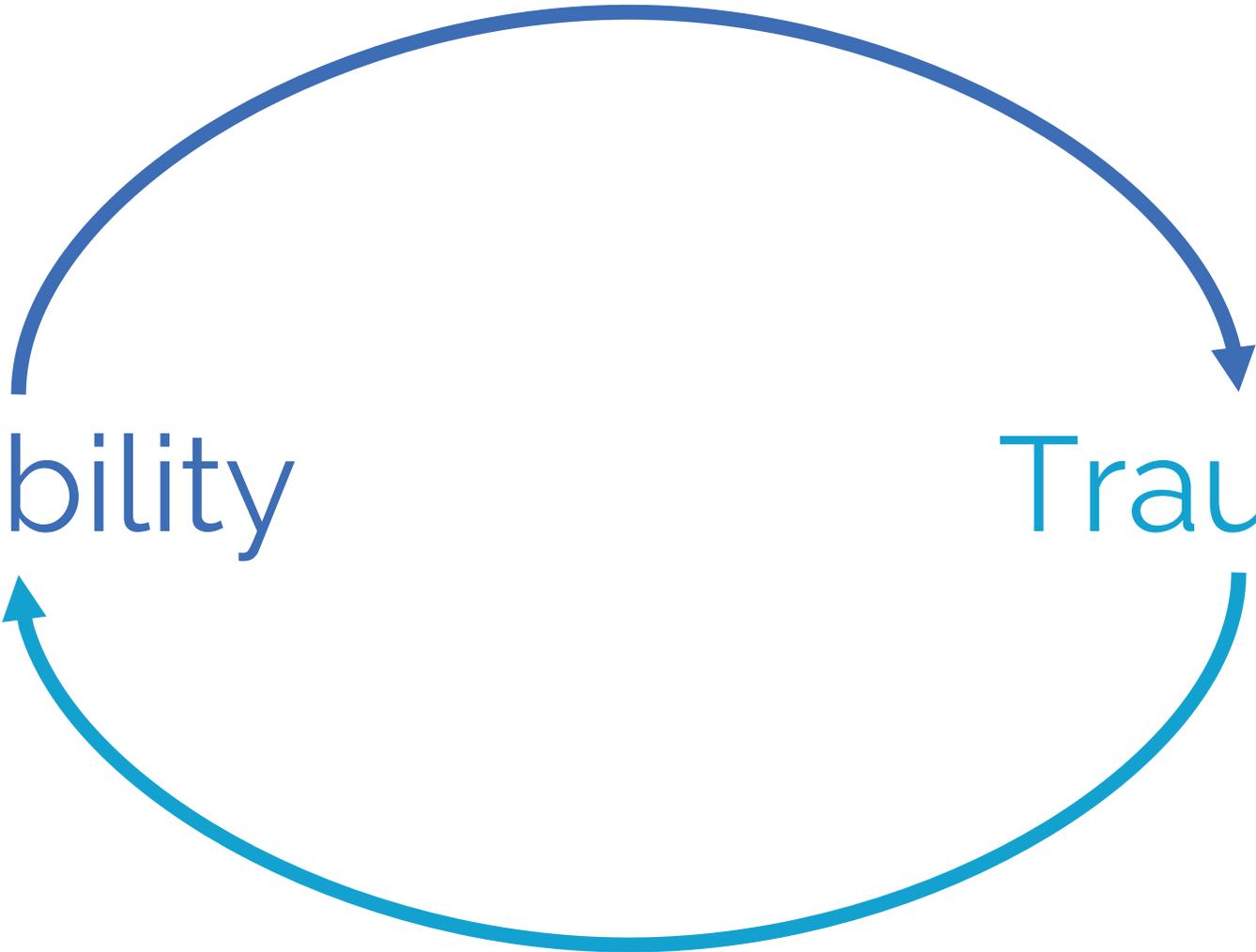


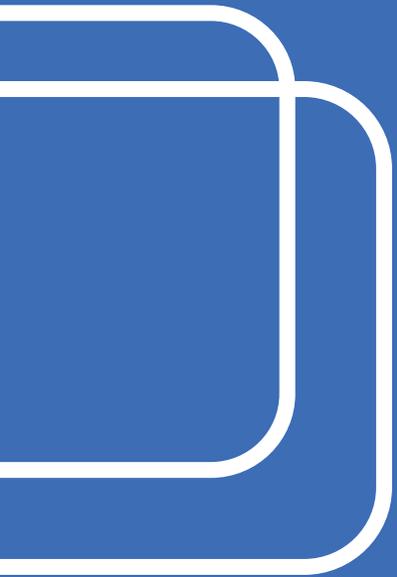


**HELPING  
ADHD STUDENTS**

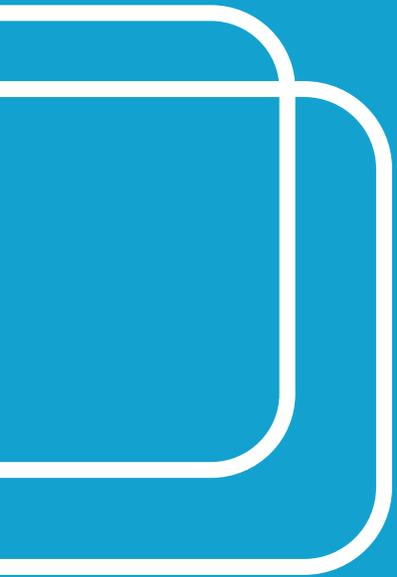
Disability

Trauma





Break



# Trauma Informed Principles

- Positive Relationships
- Understanding Trauma and Its Impact
- Culture of Self-Care
- Promoting Safety
- Voice and Choice
- Access to Resources
- Cultural Competence & Promotion of Equity
- Positive Youth Development
- Social-Emotional Learning

TRAUMA INFORMED PRINCIPLES		
<i>Adapted from the American Psychological Association (2008); National Child Traumatic Stress Network (2012); National Center on Family Homelessness (2012); Hollywood Homeless Youth Partnership (2009) and the Substance Abuse and Mental Health Services Administration (N.D.)</i>		
PRINCIPLE	WHY?	WHAT COULD IT LOOK LIKE?
Positive Relationships	<ul style="list-style-type: none"> <li>• Children who have experienced trauma may have difficulty with forming healthy relationships</li> <li>• Consistent, supportive adults can support healing and growth</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are consistent, reliable, empathetic</li> <li>• Opportunities to recognize children's strengths</li> <li>• Building trusting relationships with family</li> </ul>
Understanding Trauma & Its Impact	<ul style="list-style-type: none"> <li>• Trauma is widespread and can influence our thoughts, feelings, and behaviors</li> <li>• Understanding trauma and how it affects individuals and communities is the first step to putting knowledge into action</li> </ul>	<ul style="list-style-type: none"> <li>• Staff and management attend on-line or in-person trainings</li> <li>• Trained staff and management share information on trauma with other staff, management and parents</li> <li>• Considering role of trauma in children's behaviors</li> </ul>
Culture of Self Care	<ul style="list-style-type: none"> <li>• Working with traumatized children can cause secondary or vicarious trauma in providers</li> <li>• Working with traumatized children can remind us of our own trauma</li> <li>• Vicarious trauma harms staff and can limit effectiveness of programming</li> <li>• Culture of self care in the work place helps to minimize secondary trauma</li> </ul>	<ul style="list-style-type: none"> <li>• Practice mindfulness (checking in with own feelings, deep breathing, taking a break)</li> <li>• Staff have self-care plans</li> <li>• Seeking out supervision when possible</li> </ul>
Promotion of Safety	<ul style="list-style-type: none"> <li>• Traumatized children often have experienced chaos and unpredictability.</li> <li>• They may expect bad things will happen to them and that others cannot be trusted</li> <li>• Trauma causes the brain to be overly sensitive to signals of danger. Reminders of trauma trigger automatic "survival brain" reactions.</li> <li>• Creating safety—routines, rituals, consistency, predictability, minimizing trauma reminders--allows children to relax and shift their energy from survival to healthy learning/development</li> </ul>	<ul style="list-style-type: none"> <li>• Having predictable, structured activities, for example, weekly schedule on wall at children's eye-level</li> <li>• Having secure entries, exits and restrooms</li> <li>• All staff interactions are consistent</li> <li>• Staff, children and families have clear expectations and boundaries for behaviors</li> </ul>





## Supports for Youth-Safety; Voice & Choice

1. Know youth triggers and avoid them
2. Provide structure
3. Avoid power struggles at all cost
4. Provide choices / Use redirection
5. Provide opportunities for empowerment



# Stages of Change ~ Decisional Balance Worksheet

<b>No Change</b> <b>“If things stay the same...”</b>		<b>After the Change</b> <b>“If things change...”</b>	
<b>Pro's + Benefits?</b>	<b>Con's - Costs?</b>	<b>Pro's + Benefits?</b>	<b>Con's - Costs?</b>



Programs succeed online when  
they are intentionally programmed to do so.

**Structure**  
**Personnel**  
**Expectations**  
**Agenda**  
**Reminders**



# Programs succeed online when:

## Personnel are made available and tasks are delegated

- With the general structure of the program in place, we have found that virtual programming runs more smoothly when staff members are made available to help support the program.
  - Tech support: at least 1
  - Point-person/facilitator
  - Moderator/mediator: at least 1
- Other staff involved in the program should be given specific jobs that help the lead staff facilitate the program more effectively.



# Programs succeed online when:

**The agenda is shared for the participants to reference**

- What is the program going to be focusing on?
- How long is devoted to each segment?
- Are there any transitions?
- Are there any breaks?



# Mentor Appreciation Night



## **OPENING REMARKS**

By Regina Snowden



## **MOMENT OF SILENCE**

By Regina Snowden



## **SCHEDULE OVERVIEW**

By Kristin Humphrey



## **RAYLEEN LESACY SPIRIT AWARD**

Recipient: Kavon Perry



## **CHRIS DUNNE PEER LEADERSHIP AWARD**

Recipient: Cody Rooney



## **BREAK!**

Tweet us a question or  
comment you want  
to share!

# Mentor Appreciation Night



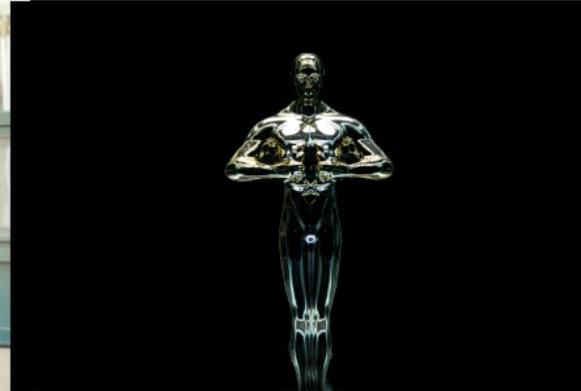
## GREG DEES & ANITA MCGAHAN AWARD

Recipient: Simone Malki



## GIRLS CHRONICALLY ROCK

By Keisha Greaves



## LENS RISING STAR AWARD

Recipient: Derrik Jones



## BREAK!

What is something you love about your mentor/mentee? Tell us!



## MENTOR OF THE YEAR AWARD

Recipient: Lisa Mantrundola



## CLOSING REMARKS

By: Kristin Humphrey



# Programs succeed online when:

## Reminders are sent and follow-up is conducted

- Participants should be registered in advance of the event and should be included in communications with periodic reminders of when the event is, when it starts, and when it will be accessed.
- If you haven't heard from a participant, follow-up should be conducted.



## Anti-Racist Resource Kit

Anti-Racist Resource Kit

### Remote Mentoring Resources

Check Out Our Remote Mentoring Activities List

Need some tips on staying connected with your match while remote mentoring? Check out our list of regularly updated Remote Mentoring Activities.

Remote Mentoring Activities: Suggestions Box

Have some tips of your own? Submit them here.

### Youth and Family COVID-19 Resources

Youth and Family COVID-19 Resources

#### This Month's Suggestions for Match Activities:

- Make Affirmation/Activity Boxes
  - Decorate an old shoebox with craft materials you have around the house. You can also use a wooden box, some other cardboard box, a jar, or a paper bag.
  - Cut sheets of paper into rectangular slips. Use slips to write fun activities or words and phrases that bring you joy and confidence.

# Remote Activity Examples

Mentee/Mentor Book Club. Schedule a time to talk about each chapter until you're done with the book.

Go on a virtual tour-art museum.

Listen to music together. You can share your favorite songs with one another and talk about why you like them.

Cook together. Find a recipe that looks good to both of you and make a plan to cook it on the same night over FaceTime.

Learn something new together with this list of 1,500 free online courses.

Do a virtual Zumba, yoga or other workout class together.

Play Taboo Online





You cannot *drink*  
from an empty cup.

FILL YOURSELF UP. YOU'RE WORTH IT.

## Self-Care

**Self care** is making healthy lifestyle choices and changes for your physical and mental health. This includes stress management behaviors!

## #ShareYourCare

- ❖ Do you think you practice self-care? How?
  - If yes, share your care! If possible, let's do it together.
  - If no, let's brainstorm some ideas. What could you do to make yourself feel cared for?

## What do I do for self-care?

2015-03-18c

-  Get plenty of sleep
-  Enjoy sunshine
-  Cook
-  Write or draw (think out loud)
-  Talk to myself
-  Cuddle cats
-  Walk or bike (esp. in a park)
-  Tidy
-  Read
-  Read about people whose lives are more complicated
-  Garden
-  Get a hug
-  Talk to select people

# Just Breath Video

<https://www.youtube.com/watch?v=RVA2N6tX2cg>



# Mental Grounding

1. **Describe your environment in detail using all of your senses.** Describe objects, sounds, textures, colors, smells, shapes, numbers, temperature.
2. **Play a categories game.** Try to think of “tv shows”, “songs” “ice cream flavors” .....
3. **Say a safety or coping statement.** My name is\_\_\_\_\_; I am safe right now. I am safe right now; I'm in the present, not in the past; this feeling will pass.
4. **Say kind statements,** as if you were talking to your best friend. For example, “You're a good person going through a hard time. You'll get through this.”
5. **Remember** the words to an inspiring song, quote, prayer or poem.
6. **Visualize** a place that is calming and safe.

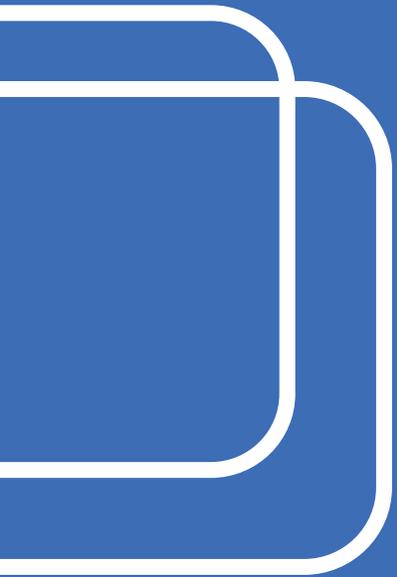


# Physical Grounding

1. **Touch various objects around you:** a pen, keys, your clothing, a table, a wall. Notice textures, colors, materials, weight, temperature.
2. **Dig your heels into the floor.** Remind yourself that you are connecting to the ground.
3. **Carry a grounding object in your pocket—a** small object (stone, ring, coin, piece of cloth, beads, etc.) that you can touch or hold.
4. **Stretch.** Extend your fingers, arms, or legs as far as you can; roll your head around gently.
5. **Clench and release your fists.**
6. **Eat or drink something.** Describe the flavors or notice the temperature in detail.
7. **Focus on your breathing,** noticing each inhale and exhale. Take deep “belly breaths”.



1. Which trauma informed practices are you doing already?
2. Which trauma informed practices would you like to expand upon?
3. How have you adapted/pivoted in the pandemic?



# Final reflections

# Questions? Feedback?

Let me know!

