



“Establishing the Link: Assessment and Intervention of Children and Adults”

October 23, 2018

Mental Health Aspects in Persons with Intellectual/Developmental Disabilities: Assessment and Diagnostic Practices

(Keynote Speaker)

Robert J. Fletcher, DSW, ACSW, LCSW, NADD-CC NADD Founder & CEO Emeritus



Dr. Robert Fletcher is the Founder and Chief Executive Officer Emeritus of the NADD. His vision and leadership have brought NADD to a position where it is recognized as the world's leading organization in providing educational resources, conferences, trainings, consultation services, as well as accreditation and certification programs in the field of dual diagnosis. For the last forty years, Dr. Fletcher has dedicated his professional career to improving the lives of individuals who have a dual diagnosis (MI/ID). He has been involved as a clinician, program developer, policy maker, researcher and consultant. He has authored or co-authored numerous articles and has

written or edited 10 books addressing mental health aspects in persons with IDD, including Chief Editor of the *Diagnostic Manual – Intellectual Disabilities (DM-ID)* and *Psychotherapy for Individuals with Intellectual Disability*. In recent years, Dr. Fletcher has spearheaded the NADD Accreditation and Certification Programs in an effort to raise the bar for provision of services to individuals with IDD/MI.

Workshop Description (3.25 CEU's)

This presentation will begin with a brief review of definitions and prevalent rates of mental health disorders in persons who have an intellectual/developmental disability (IDD). Signs and symptoms of mental illness in persons with IDD will be discussed. A bio-psycho-social model of mental health assessment practices will be explored and the roles of participants within the disciplinary team will be discussed. *The Diagnostic Manual – Intellectual Disability 2 (DM-ID-2)* will be introduced as a useful diagnostic tool for diagnosing mental health disorders in persons with IDD. Best practices in identifying specific psychiatric disorders in persons with IDD will be addressed.

Upon completion of this course participants will be able to:

- The participant will be able to state the elements and importance of data collection in conducting a bio-psycho-social mental health assessment
- The participant will be able to describe the differences in the behavioral expressions in people with IDD as compared to the same expressions in neurotypical persons with depressive and bipolar disorders
- The participant will be able to articulate the differences between the DSM-5 and the DM-ID-2 methodology systems



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Autism Spectrum Disorders and Comorbid Anxiety Disorders in Children and Adolescents

(Child/Adolescent Track)

Katelyn Vertucci, Ph.D



Dr. Kate Vertucci is currently a Psychology Fellow in Developmental Pediatrics at Children's Hospital Colorado, where she specializes in the diagnosis and treatment of children with neurodevelopmental disabilities. She will begin working as a Pediatric Psychologist within the Swank Autism Center at Nemours duPont Hospital for Children in the Fall of 2018.

Dr. Vertucci earned her PhD in School Psychology from Northeastern University and completed her doctoral internship at the University of New Mexico Health Sciences Center. She is a Nationally Certified School Psychologist who has treated many patients with Autism Spectrum Disorder and comorbid mental health conditions in both hospital and school-based settings, and has a clinical interest in the adaptation of evidence-based mental health treatments for children with developmental differences.

Workshop Description (3.25 CEU's)

This presentation will focus on the treatment of anxiety in children and adolescents with autism spectrum disorder (ASD). Participants will acquire ways to work effectively with children and adolescence with ASD, beginning with the development of an understanding of the strengths, weaknesses, and variability inherent to individuals with autism. Emphasis will be placed on understanding the ways anxiety manifests and is expressed among children and adolescents with ASD. Participants will be able to incorporate evidence-based interventions for treating comorbid anxiety disorders in children and adolescence with ASD. Manual-based treatment programs will be presented. The primary focus will be on learning practical tools and strategies that can be readily incorporated into practice with children and adolescence with ASD.

Upon completion of this course participants will be able to:

By the end of the course, attendees will be able to:

- Recognize the signs and symptoms of anxiety disorders in children and adolescents with autism.
- Identify the components of a diagnostic assessment for comorbid anxiety disorders in children with autism.
- Recognize the unique ways in which children with autism learn and respond to therapy.
- Identify evidence based interventions for treating comorbid anxiety disorders in children with autism, and the components that make these interventions successful.
- Empower children and adolescents with autism to self-address symptoms of anxiety across various settings.



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Modifications of Standard Cognitive-Behavioral Interventions for Anxiety and Mood Disorders in Adults with Autism Spectrum Disorder

(Adult Track)

Michael A. Tompkins, PhD, ABPP



Michael A. Tompkins, PhD, ABPP is a licensed psychologist and board certified in Behavioral and Cognitive Psychology. He is co-director of the San Francisco Bay Area Center for Cognitive Therapy and Assistant Clinical Professor at the University of California at Berkeley. Dr. Tompkins is a Diplomate and Founding Fellow of the Academy of Cognitive Therapy and an adjunct faculty member of the Beck Institute for Cognitive Behavior Therapy.

Dr. Tompkins provides cognitive-behavior therapy for anxiety and mood disorders to a variety of populations, including youth and adults on the autism spectrum. He has presented over 500 workshops, keynotes, and lectures on cognitive-behavior therapy and related topics to national and international audiences, including modifications of cognitive-behavior therapy to complex patients such as patients on the autism spectrum with co-occurring anxiety and mood disorders. He is also the author and co-author of nine books serves on the Advisory Board of Magination Press, the children’s press of the American Psychological Association.

Workshop Description (3.25 CEU’s)

Over two-thirds of individuals with autism have one or more psychiatric disorders. The most common include anxiety disorders, obsessive compulsive disorder (OCD) and attention deficit-hyperactivity disorder (ADHD). Anxiety is more prevalent in ASD than in other neurodevelopmental or learning disorders and anxiety is both independent and distinguishable from core ASD deficits. Furthermore, anxiety both influences core ASD deficits and is a result of these deficits. Similarly, individuals with ASD are particularly prone to depression as they enter adolescence and adulthood.

Cognitive-behavior therapy is the psychological treatment of choice for adults with anxiety and mood disorders and has recently been applied to adults with ASD. The treatment results are promising and depend on the thoughtful modification and application of standard cognitive-behavioral interventions. In this presentation, participants will learn modifications of typical cognitive-behavioral strategies to treat anxiety and mood problems in individuals with ASD.

Upon completion of this course participants will be able to:

- Understand and implement the 5 critical elements of Emotion Exposure that includes rational, advantages of graded exposure, how to build an exposure ladder, 3 types of exposure strategies and general guidelines.
- Recognize Behavioral Activation in adults with ASD and identify the four steps that includes evaluating current activity level, identify pleasant-mastery activities, selecting the focus for activity scheduling and its obstacles.
- Identify the 6 strategies of Enhanced Engagement and goal setting with adults with ASD.
- Learn modifications, rational and 5 strategies of cognitive restructuring to address Maladaptive Cognitions with adults with ASD through role play.
- Apply Relapse Prevention strategies with adults with ASD by understanding the rational and learning the 4 steps in relapse prevention, practice plan strategies, ways of documenting success and booster sessions.



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October 24, 2018

Adapted Trauma Focused Cognitive Behavioral Therapy for Youth Who Have an Intellectual or Developmental Disability

(Child/Adolescent Track)

Brian D. Tallant, L.P.C.



Brian Tallant is a Licensed Professional Counselor and Program Director of Aurora Mental Health's Intercept Center, in Aurora, Colorado. Intercept Center is a mental health outpatient and day treatment program for children who have a dual diagnosis of developmental disability and co-occurring mental health disorder, and is a collaborative program with the Aurora Public Schools. Brian has been Director of Intercept Center for over 21 years. He is a contributing member of the National Center for Child Traumatic Stress (NCCTS) Trauma & IDD Expert Panel. Brian has also served on the Board of Directors for NADD, an association for individuals with developmental disabilities and mental health needs. Brian conducts workshops nationally and internationally on adapted mental health treatment for youth who have intellectual and developmental disabilities.

Coarse Description (7 CEU's)

In this session, research will be presented that demonstrates the extraordinarily high rates of abuse and neglect experienced by individuals who have intellectual and developmental disabilities (IDD). 8 factors that contribute to IDD population's vulnerability will be identified, as well as reasons why individuals with IDD are less likely to spontaneously recover from traumatic stress. Assessment techniques will be presented, and clinical symptoms of traumatic stress and characteristics of IDD will be compared and contrasted. Cultural considerations will be described when working with IDD population as well as factors that contribute to therapist's cultural competency. An in-depth phase oriented trauma treatment model will be presented, based on Trauma Focused Cognitive Behavior Therapy (Cohen, Mannarino & Deblinger, 2004). Adaptations to trauma treatment, inclusion of systems and caregivers and therapist vicarious trauma will also be considered. Finally, attendees will be introduced to elements of resilience planning in order to manage vicarious trauma and compassion fatigue associated with providing trauma treatment to individuals with IDD.

Upon completion of this course participants will be able to:

- When receiving a referral of a client with a developmental disability, participants will know the extremely high rates of abuse and neglect people with disabilities experience, and will appreciate their need for appropriate trauma treatment.
- Identify the factors that contribute to client's vulnerability and inability to spontaneously recover from traumatic events, and will not over attribute symptoms to client's disability.
- Conduct trauma assessments with people with developmental disabilities and utilize trauma assessment tools and techniques that will reduce diagnostic overshadowing and assist with differentiating diagnoses.
- Provide Trauma Focused Cognitive Behavioral Therapy and how to apply specific treatment adaptations that will assist with client participation and mastery.
- Develop resilience plans and incorporate therapist and caregiver resilience self-care into their practice in the presence of compassion fatigue and vicarious trauma.



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Innovating Psychotherapy for Individuals with Intellectual and Developmental Disabilities: Dialectical Behavior Therapy for Special Populations (DBT-SP)

(Adult Track)

Eric J. Dykstra, Psy.D



Eric J. Dykstra, Psy.D is a clinical psychologist and licensed in the state of Michigan. He is clinical director at Developmental Enhancement Behavioral Health, as well as the director of the Jenison clinic. Dr. Dykstra provides a range of psychological services to children and adolescents with a range of neurodevelopmental differences, as well as their families. He provides evaluation and therapy for anxiety, mood, trauma, and various types of interpersonal difficulties as well as specializes in evaluating and treating Autism Spectrum Disorders.

Dr. Dykstra adapted the Dialectical Behavior Therapy curriculum for individuals with developmental and intellectual challenges and has provided numerous workshops and trainings on Dialectical Behavior Therapy for Special Populations.

Course Description (7 CEU's)

Dialectical Behavior Therapy (DBT), a treatment originally developed for individuals diagnosed with Borderline Personality Disorder, shows promise for individuals with dual diagnoses (developmental disabilities and mental illness). DBT addresses a number of problems frequently seen in individuals with dual diagnoses, including emotional instability and dysregulation, inability to tolerate distress, and interpersonal difficulties.

This training is designed to provide clinicians with in-depth knowledge of and competency with the DBT-SP model, preparing clinicians to utilize these treatment strategies with clients who have mental health needs and intellectual/developmental differences. The training will provide a brief overview of standard DBT, in-depth training in DBT-SP modifications and application in individual therapy, group therapy, and consultation (the bulk of the training), and integration of DBT-SP model with other treatment approaches for clients with IDD.

Upon completion of this course participants will be able to:

- Identify and recognize the need for mental health services for clients with developmental and intellectual disabilities.
- Understand foundations of DBT that includes its philosophical underpinnings, developmental behavioral perspective, bio-psych-social theory and eight assumptions from a DBT perspective.
- Distinguish between traditional DBT from DBT-SP and its application in individual and group therapy.
- Name and identify four DBT-SP modules and be able to explain the recommended sequence of skill development.
- Recognize the prevalence of trauma within the ID/DD population and the identified common vulnerabilities that impact this population as described by Charlton, Kliethermes, Tallant, Taverne, & Tishelman (2004).
- Identify the hierarchy of focus when working with individuals with ID/DD and recognize six therapy interfering behaviors.