

EMDR for Individuals with Intellectual & Developmental Disabilities (I/DD) Informational Webinar

Center for Evidence to Practice

Friday, December 12, 2025

12:00PM-1:00PM CST

Webinar Overview

- Meet the Trainer
- EMDR for Individuals with I/DD
- Training Approach
- Training Population
- Applicant Training Criteria
- Requirements & Training Schedule
- Expectations & Guidelines
- Question & Answer

Intellectual and/or Developmental Disabilities



POLL TIME:



➤ We want to hear from you!

- Once we get enough responses, we will share the results!

EMDR I/DD Informational Webinar

1. Did you attend the LIVE Trauma in Individuals with I/DD Training in November? (Single choice) *

Yes

No

2. What percentage of your caseload do you believe has an Intellectual and/or Developmental Disabilities (I/DD)? (Single choice) *

0%-25%

26%-50%

51%-75%

76%-100%

3. Have you previously been trained in EMDR? (Single choice) *

Yes

No

Meet the Trainer

Beth I Barol, PhD, LSW, BCB, NADD-CC
Director, Pennsylvania Capacity Building Institute



Dr. Barol has dedicated the past 49 years to supporting individuals with intellectual, developmental, and neurological differences (I/DD) who have experienced trauma and, as a result, often display challenging behaviors and experience co-occurring mental health issues.

For 10 years, she served as the Clinical Director for the Pennsylvania Office of the Developmental Programs' Statewide Training and Technical Assistance initiative, focusing on individuals with challenging behaviors.

She is trained in EMDR, biofeedback, brain health, and neurofeedback, integrating these modalities with healthy lifestyle practices into her work.

Dr. Barol received the National Association for Dual Diagnosis (NADD) Earl L. Loschen, MD Award for clinical practice in 2020.

She has over 20 years of experience practicing EMDR and 35 years of experience working with Biographical Timelines to help supporters understand the trauma context. She has trained facilitators and trainers in the process at both national and international levels.

She has been the co-director of the Capacity Building Institute for Pennsylvania for the past nine years. She consults regularly both in the U.S. and internationally.

Trauma and IDD

General rate: 80-90%

- Victim of a crime – 4xs
- Domestic abuse – 3xs
- Bullied – 2xs

Spectrum Institute Study (2012)

- >90% multiple occasions (57% = >20 occasions; 46% = too often to count)
- 65.4% bullied/abused - no counseling or therapy

Review of ACE related data indicate 90% of individuals experience ACE events with more than half experiencing multiple events

Learning Objectives

- Apply the Adaptive Information Processing theory of EMDR Therapy, as well as research on Trauma and brain functioning with the I/DD population
- Assess relevant focal points for the patient using a biographical timeline and other assessment tools
- Adapt the EMDR protocol by building trust, use-of-self by the practitioner, utilizing safeguards, employing soothing and grounding techniques, teaching how to modulate affect, and using metaphors related to the practice, as well as building capacity to respond more effectively in stressful situations.
- Apply EMDR therapy to individuals with challenging behavior and dual diagnoses using case examples.
- Explore targeted case examples by the participants.

Exploring the trauma context

- Prevalence of Trauma experiences among people with I/DD
- Learning from the person's biographical timeline
- Information from caregivers and referral sources
- Target approaches
- Amping up our ability to “hang in there”.
- Vicarious trauma



People with Disabilities Are at Greater Risk of Being Victimized

- More than one in five people aged 12-19 report experiencing sexual violence.
- They are three times more likely to experience violent victimization as adolescents and adults.
- They are three times more likely to experience rape, sexual assault, aggravated assault, and robbery.
- They are three times more likely to be sexually abused as children.
- They are 1.6 times more likely to experience abuse or neglect as children.
- They are 1.5 times more likely to face repeated abuse or neglect as children.
- This includes women with disabilities, people with cognitive or developmental disabilities, individuals with psychiatric illnesses, and those with multiple disabilities.



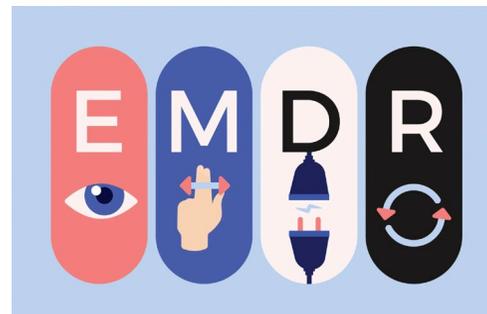
Laying the foundation in assessing the restorative environment

- You can be the best therapist in the world, but if they are going home to hell, they are not going to be able to heal.
- You can be a “good enough” therapist, and if they have a restorative home life, there will be positive gains for the person...



EMDR: Eye Movement Desensitization and Reprocessing

- EMDR is a physiologically based phase model of trauma treatment... What distinguishes EMDR is that:
- (1) it is an integrated model, involving aspects of cognitive, Gestalt, client-centered, body-oriented, psychodynamic, and behavioral therapies, and
- (2) it employs bilateral stimulation of the brain, which encourages free association during the processing phase of treatment.



Why choose EMDR as a therapeutic modality choice? Relevance and Adaptation

- Some people can not speak or communicate their underlying issues
- Some people can articulate, but don't have the experience/practice of describing how they are feeling or what they are going through
- Power-over approaches have increased their hesitancy and silence
- We have seen positive outcomes in verbal and non-verbal individuals using EMDR



Training components

- Brief review of EMDR practice model
- Evolution of EMDR practice over time, weaving in additional practices and clinical development on the behalf of the people we work with
- Case examples
- Processing time
- Questions, problem solving and practice between sessions



Target Population Characteristics

- *Clinicians who provide EMDR to clients who experience intellectual and developmental disabilities (I/DD).*



Training Population

- Applicants need to be actively working with clients and have an interest in or would benefit from the content of this training.
 - *Clinicians do not need to have prior training or experience working with individuals with intellectual and developmental disabilities (I/DD).*
- Social Workers
- Psychologists
- Licensed Professional Counselors
- Marriage and Family Therapists
- Pastoral Care Counselors
- Art Therapists
- Addiction Disorder Clinicians
- Psychiatrists
- Psychiatrically Trained Nurses



Who can receive this training?

Training Criteria for Qualified behavioral health agencies/providers:

- Clinicians who serve Medicaid-insured individuals and/or provide clinical therapy services to children and their caregivers in Louisiana free of charge
- **Licensed (or actively working towards licensure)**
- **Actively (currently) treating children and their caregivers**
- **Clinicians who have received EMDR training**
- **PRE-REQUISITE: Either **LIVE** or **ASYNCHRONOUS** attendance is **REQUIRED** of the Trauma in Individuals with I/DD Training**



EMDR with Individuals with I/DD Training Schedule

- **PRE-REQUISITE:** Either **LIVE** or **ASYNCHRONOUS** attendance is **REQUIRED** of the Trauma in Individuals with I/DD Training
- This training will consist of **TWO (2) DAYS** of training in April 2026
 - **Day 1:** Friday, February 6, 2026, from 9:00AM-1:00PM CT
 - **Day 2:** Friday, February 20, 2026, from 9:00AM-1:00PM CT
- You can **CLICK HERE** to register!



Asynchronous Option Available for Trauma in Individuals with I/DD Training!

- *Missed the Trauma in Individuals with I/DD Training in November?*
- We will be creating that introductory content as a course on our E2P Learn Platform.
- Stay tuned for that information later this month, for now you can create a [FREE account](#) today!



TREATING TRAUMA IN INDIVIDUALS WITH INTELLECTUAL & DEVELOPMENTAL DISABILITIES (I/DD) TRAINING SERIES



TOPIC:

INFORMATIONAL WEBINAR:

TRAINING:

Trauma in Individuals with I/DD Training

Informational Webinar:
Thursday, October 30, 2025
12:00PM-1:00PM CT

Option 1: Friday, November 14, 2025
9:00AM-1:00PM CT

OR

Option 2: Tuesday, November 18, 2025
9:00AM-1:00PM CT

TF-CBT with Individuals with I/DD Training

Informational Webinar:
Friday, December 5, 2025
12:00PM-1:00PM CT

DAY 1: Friday, April 17, 2026
9:00AM-1:00PM CT

AND

DAY 2: Friday, April 24, 2026
9:00AM-1:00PM CT

EMDR with Individuals with I/DD Training

Informational Webinar:
Friday, December 12, 2025
12:00PM-1:00PM CT

DAY 1: Friday, February 6, 2026
9:00AM-1:00PM CT

AND

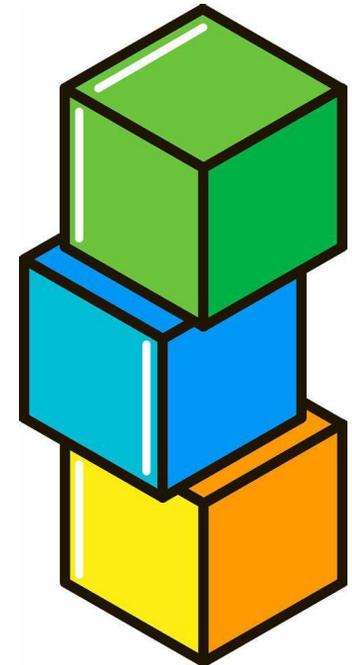
DAY 2: Friday, February 20, 2026
9:00AM-1:00PM CT

CEs will be provided for **social workers and counselors** who are accepted into this training cohort. Other licensed individuals can apply through their licensing boards.



GOAL: Provide Supplemental Knowledge

- This training is not an EBP training, it is an advanced EMDR training opportunity.
- This is an adapted training modality for EMDR clinicians who *provide EMDR therapy* to I/DD clients and their families.



Expectations & Guidelines

- This training will have a ***rolling accepted registration process***.
- All accepted clinicians **MUST** be able to follow our **Center Expectations & Guidelines** for training.
 - Accepted clinicians **MUST** be available to attend **ALL** the training in its entirety if seeking CE hours.
 - *If your availability has changed following your acceptance into the training, please communicate with us accordingly so we can provide the opportunity to another clinician should we reach capacity.*

EXPECTATIONS & GUIDELINES DURING VIRTUAL TRAINING

- 1 THANK YOU!**
Thank you for being here and investing your time in improving and ensuring quality behavioral healthcare access to the Medicaid population of children and families.
- 2 STABLE INTERNET CONNECTION**
It is essential to have a stable internet connection. In the event your connection may become unstable, we recommend having a back-up plan such as a cellphone hotspot, alternative work space, or connecting from another device. Please test your camera and microphone ahead of time.
- 3 LIMIT DISTRACTIONS**
Participants are expected to have their full, undivided attention on the training for the duration. Please resolve all personal matters **BEFORE** training begins or during breaks. Driving during training is **STRICTLY PROHIBITED** as it is a danger to you and a distraction to others. Other prohibited activities during training include but are not limited to: grocery shopping, being in court, being on a field trip, going to the bank, etc. Since sensitive subject matter and confidential information are sometimes covered in training, we require trainees to be in a **PRIVATE and QUIET** environment to ensure the comfort of the trainers and other participants as well as to protect any and all potentially confidential information. *Due to these confidentiality concerns, the Center also prohibits the use of any and all AI notetakers in training. Please ensure that any AI notetakers are **DISABLED** prior to the start of training; otherwise, we will remove them from the meeting manually. Violation of these guidelines may result in your removal from training and preclude your consideration for future trainings.*
- 4 CE HOUR GUIDELINES**
Per the Louisiana State Board of Social Work Examiners (LABSWE) and National Board of Certified Counselors (NBCC), all participants **MUST BE ON CAMERA AT ALL TIMES** and **CANNOT** be off or away from camera for 15 minutes or more outside of scheduled breaks. Various breaks will be provided throughout the day. **Not adhering to these guidelines will result in participants not receiving CE credit and continual violations of guidelines may result in their acceptance into the training being rescinded.** Those who are deemed ineligible for CE credit but remain in training will have the opportunity to receive a certificate of attendance, with which they

Any Questions?



Contact Information

Center for Evidence to Practice

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Related References

Barol, B. & Seubert, A. (2010). Stepping stones: EMDR treatment of Individuals with intellectual and developmental disabilities and challenging behavior. *Journal of EMDR Practice and Research*, 4(4), 156-169.

Barol, B. (2019). Revisiting the fourfold positive approaches paradigm: environment, communication, assessment, and hanging in there. *Positive Approaches Journal*, 8(1), 12-26.

Barol B., & Focht-New, G. (2019). Understanding, identifying, and effectively responding to trauma: Opening opportunities to heal, grow, and learn. *TASH Connections*, 44(1), 42-48.

Barol B. & Buffie, S. (2024). Biographical Timelines. In P.T. Clements, D.T. Solomon, B. Barol, C. Schoonover, and S. Seedat. *New perspectives in mental health issues in child maltreatment*. STM Learning.

Barol, B. & Focht-New, G.(2023). Biofeedback: Harmonizing the Brain and the Body for a Happier Life. In Price, U. & Baker, D.(Eds.), *The Good Stuff* (pp. 509-557). NADD Press.