

Adapting TF-CBT for Youth with Intellectual & Developmental Disabilities (I/DD)

Informational Webinar

Center for Evidence to Practice

Friday, December 5, 2025

12:00PM-1:00PM CST

Webinar Overview

- Meet the Trainer
- Adapting TF-CBT for Youth with I/DD
- Training Approach
- Training Population
- Applicant Training Criteria
- Requirements & Training Schedule
- Expectations & Guidelines
- Question & Answer

Meet the Trainer

Brian Tallant, LPC, NADD-CC *Co-Founder, Neurodiverse Communities*



Brian is a Licensed Professional Counselor and NADD-CC Certified Clinician with nearly 30 years of experience supporting the mental health of neurodiverse individuals, families, and professional teams.

He began his career in day treatment, working with youth with complex needs—an experience that gave him both clinical expertise and firsthand insight into the vicarious trauma and burnout faced by caregivers and providers. That lived experience continues to shape his commitment to building sustainable systems of care.

He serves on the IDD Expert Panel for the National Child Traumatic Stress Network (NCTSN) and the Board of Directors for NADD. In 2020, he received NADD's Earl L. Loschen Award for Clinical Practice for his leadership in trauma-informed care.

Why Adapted Trauma Treatment Matters



- Extremely high rates of trauma, abuse, and neglect in individuals with IDD
- Trauma often unrecognized due to diagnostic overshadowing
- Adapted treatment is necessary for justice and access
- Clinicians play a key role in cultural competence and access to treatment



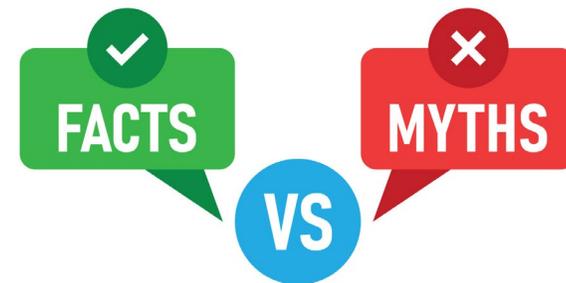
Understanding I/DD & Vulnerability

- Overview of I/DD and associated vulnerabilities
- Increased vulnerability: communication challenges and compliance training increase risk
- Higher rates of abuse, bullying, and social rejection
- Systemic failures contribute to delayed intervention



Myths vs Facts

- ❑ Myth: They don't experience trauma in the same way
- ❑ Myth: People with IDD can't benefit from therapy
- ❑ Fact: Adapted models are effective and essential



Framework for Adapted TF-CBT

TF-CBT is ideal for adapting for various developmental levels

Strength-based, structured, developmentally flexible

Model focuses on building resilience, coping, self-regulation and multiple caregiver involvement

Phase 1: Assessment

- Consider developmental vs chronological age
- Recognize and distinguish disability traits from trauma reactions
- Gather broad caregiver/system input
- Introduction of assessment tools
 - Trauma history
 - PTSD symptoms, frequency & severity
 - Assessing safety and readiness for treatment

Phase 2: Safety & Psychoeducation

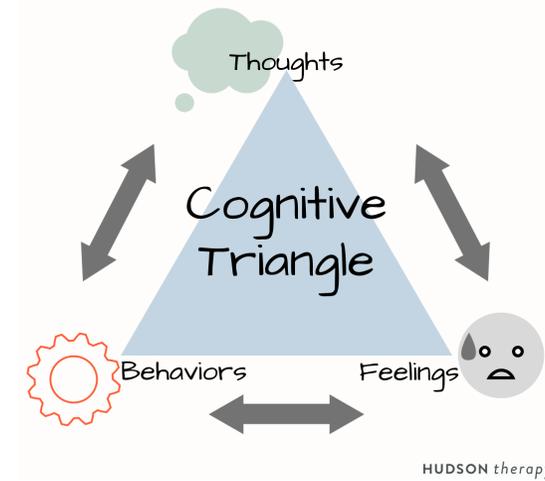
- Teach and normalize traumatic stress symptoms & clarify misconceptions about trauma response
- Teach accessible concepts using simple, concrete, and repeated language
- Build predictable structure and individualized safety planning

Phase 3: Skills Development

- Feelings identification with limited emotions
- Teaching relaxation skills with physical and sensory considerations
- Positive self-talk and cognitive coping with concrete examples

Cognitive Triangle

- Simplifying thoughts–feelings–behavior relationships
- Use multi-sensory tools, repetition, and relatable examples
- Use of “event mapping” techniques



Thought Stopping

- Tools like 'changing the channel' and use of visual prompts
- Caregiver reinforcement and generalization in various environments



Phase 4: Trauma Narrative

- Explain purpose: healing through gradual exposure
- Choose accessible and flexible narrative formats: drawing, dictation, songs/raps, video, sand tray
- Start with "All About Me"
- Multiple chapters for complex trauma elements

Building the Narrative

- Use of the baseline trauma assessment to guide order
- Work slowly to monitor stress and reinforce coping skills
- Examples of how to structure sessions



Phase 5: Processing the Narrative

- Identify unhelpful thoughts
- Use cognitive triangle for restructuring and correcting distortions
- Focus on increasing positive identity development and feelings of mastery
- Use of techniques: best-friend role play & responsibility pie

Phase 6: Reintegration

- Assessing caregiver readiness
- Client shares narrative with caregivers
- Reduce shame, increase communication
- Generalize coping skills across settings

Caregiver & System Collaboration

- Involve multiple caretakers across environment
- Education for families, schools, group homes and supports
- Addressing systemic assumptions and barriers



Therapist Resilience

- Risk of secondary traumatic stress
- Importance of self-care practices across physical, psychological and spiritual domains
- Tools for developing a resilience plan for sustained practice



Cultural Competency When Treating Trauma in Youth With IDD

- Requires understanding disability norms, communication styles, and systemic barriers
- Trauma often dismissed due to diagnostic overshadowing
- Families face stigma, strain, and fragmented care systems
- Clinicians must adapt communication and collaborate across systems



CULTURAL
COMPETENCE

Assessing Readiness & Staging Trauma Treatment

- Match treatment to each child's functioning profile—not diagnosis
- Use readiness tools: engagement, coordination, stabilization
- Ask essential readiness questions before trauma work
- Differentiate trauma symptoms from IDD characteristics



Therapy Accommodations Planning Tool

- Modify communication, sensory, cognitive, and regulation supports
- Adapt every PRACTICE component using visuals and multisensory tools
- Caregiver coaching supports generalization across environments
- Adjust accommodations continuously throughout treatment



Conclusion

- Adapted TF-CBT is effective and necessary
- Clinicians must challenge systems & advocate
- Cultural competency requires intentional learning and adaptation



Target Population Characteristics

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



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 TF-CBT training**
- **PRE-REQUISITE: Either **LIVE** or **ASYNCHRONOUS** attendance is **REQUIRED** of the Trauma in Individuals with I/DD Training**



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!



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

TF-CBT 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, April 17, 2026, from 9:00AM-1:00PM CT
 - **Day 2:** Friday, April 24, 2026, from 9:00AM-1:00PM CT
- You can **CLICK HERE** to register!



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

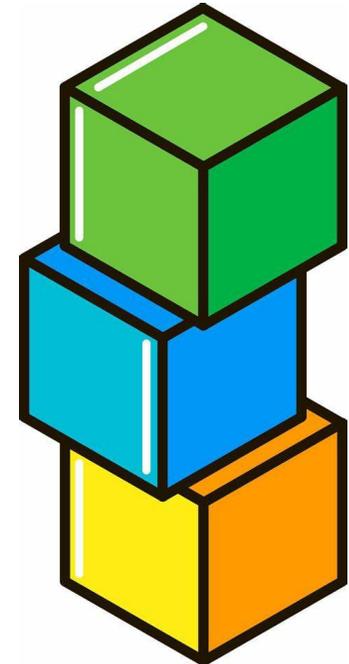
DAY 2: Friday, February 20, 2026
9:00AM-1:00PM CT

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 TF-CBT training opportunity.
- This is an adapted training modality for TF-CBT clinicians who *provide TF-CBT 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

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