

## ***SHAPING THE FUTURE***

2019 ATSA Conference | Thursday November 7 | 10:30 AM – 12:00 PM

**T-15**

### **Considering the Treatment Needs and Learning Styles of ID Youth with Sexual Behavior Problems: One Size Does Not Fit All**

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Research indicates that children with learning disabilities are at significantly greater risk to experience maltreatment than those without (Jones, et al, 2012; Wissink, et al, 2015) although for a variety of reasons it has been more difficult to ascertain the specific risk and prevalence of sexual victimization among these children (Wissink, et al, 2018; Wissink, et al, 2015). While the effects of child maltreatment and specifically sexual abuse have been viewed as similar among mainstream and intellectually disabled individuals (Brown, 2011; Mitchell and Clegg, 2005) there is some evidence that children with intellectual disabilities may present with a greater degree of externalizing behaviors (Sequeira and Hollins, 2003).

Adolescents with intellectual disabilities who exhibit problematic sexual behaviors are a diverse group whose cognitive and neurodevelopmental challenges are reflected in a wide array of social, emotional, cognitive, and behavioral impairments that are frequently combined with comorbid psychiatric conditions. While the specific research on effectively addressing the assessment and treatment of ID youth exhibiting problem sexual behavior remains sparse incorporating approaches with ID youth from outside the PSB field can serve to improve our effectiveness and broaden our understanding of the challenges these children and adolescents may face in integrating and utilizing various treatment interventions (Blasingame, Creeden, and Rich, 2015)

This workshop will focus on highlighting the overarching principles associated with the effective assessment and treatment of ID youth exhibiting problematic sexual behaviors while identifying specific treatment needs and treatment interventions for some of the different constellations of social, emotional, and cognitive difficulties with which these youth may present.

#### **Learning Goals:**

- Upon completion of this educational activity learners should be better able to understand the connection between adverse childhood experiences and different types of learning difficulties
- Upon completion of this educational activity learners should be better able to understand how to adapt treatment interventions to better match the learning styles of their clients.

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- Upon completion of this educational activity learners should have learned ways to assist their clients in learning and integrating new information and skills

### **References**

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**Kevin Creeden, MA, LMHC** is the Director of Assessment and Research at the Whitney Academy in East Freetown, MA. . He has over 35 years of clinical experience treating children, adolescents, and their families working extensively with sexually and physically aggressive youth. Over the past 25 years, his primary focus has been on issues of trauma and attachment difficulties, especially with regard to the neurological impact of trauma on behavior. He has authored articles and book chapters on the neurodevelopmental impact of trauma on sexual behavior problems and sexual offending behavior. In the past, Mr. Creeden has been a Teaching Fellow at Boston College, and an Instructor in Psychology in the Department of Psychiatry, Harvard Medical School at Cambridge Hospital. Presently, he is a guest faculty at the Simmons School of Social Work's advanced training program for trauma informed care. Mr. Creeden trains and consults nationally and internationally to youth service, community, mental health, and forensic service programs.