As a result of participating in this segment of training, you will be able to:

1. Recall the historical treatment of people who have disabilities
2. Recognize criteria of the definition of developmental disabilities
3. Differentiate characteristics of specific developmental disabilities
4. Justify the “Principal of Normalization”
5. Defend the right to self-advocacy and self-determination
6. Discriminate between harmful labeling of people and People First language
7. Share one strategy for demonstrating respect or ideas for community participation of individuals we support
How does Washington State Define Developmental Disabilities?

A disability attributable to:
- Intellectual Disability
- Cerebral Palsy
- Epilepsy
- Autism, or another neurological or other condition closely related to intellectual disability or that requires treatment similar to that required for individuals with intellectual disabilities, which:
  - Originated before the individual attained age eighteen;
  - Continued or can be expected to continue indefinitely, and
  - Results in substantial limitations to an individual’s intellectual and/or adaptive functioning."
Characteristics & Considerations

1. May have limited control over their movements in one or more of the following ways:
   - Excessive muscle _______
   - Awkward or _______ movements
   - Poor _______ and poor motor coordination
   - _______ difficulties
   - Tremors or shaking when attempting coordinated movements

2. Cerebral refers to the brain and Palsy to a condition that affects motor coordination
3. Ranges from mild to severe
4. People can lead more independent lives through physical therapy and the use of _______ devices (for example, Computers and wheelchairs)

Cerebral Palsy

Developmental Disabilities

Characteristics and Considerations

1. Learns more _______ but with time and _______
   can often learn new skills and acquire knowledge to the same level as those without disabilities _______

2. Has a more difficult time _______
   that are learned _______
   what is _______

3. Has a more difficult time _______
   learned from one situation to a new situation _______

4. Thinks about things in more _______
   ways _______

5. Keeps learning and developing throughout life just like anyone else _______

6. There are different levels of intellectual disability _______
   from mild to moderate, to severe. Therefore _______
   individuals need different types of assistance _______
   in daily living _______
Autism Spectrum Disorder

Characteristics & Considerations

1. Autism is a spectrum of closely-related disorders with a shared core of symptoms. The level of disability and the combination of symptoms varies tremendously from person to person, in fact, two people with the same diagnosis may look very different when it comes to their behaviors and abilities. Some of the most common symptoms include:
   - Problems with ________ skills
   - Difficulties with ________
   - Difficulties ________ or typical emotional responses
   - ________ and/or inflexible behaviors

2. Problems with ________ integration

3. Some helpful ways to help an individual with autism include: provide alternative forms of communication like sign language, PECS (Picture Exchange Communication System) communication software on electronic devices

4. Look for sensitivity to sounds, taste, touch and environment and adapt as appropriate

5. Follow ________ based on person’s preferences

Other Developmental Disabilities

Includes people who need the same kinds of support as those who have intellectual disability

It does not include people who have only physical, learning, or mental health challenges.

People with developmental disabilities may have both a diagnosis of the disability, and a mental health diagnosis, referred to as a “dual diagnosis” or “co-occurring diagnosis.”

What is... Normal?

WORD BANK
Sensory | Reading | Exhibiting
Communication | Social | Repetitive | Routines

Overview of Developmental Disabilities
Where do you stand?

On a scale of 1-10, with 1 being least important and 10 being the most important, rank the Values below in the order of importance for the “family” you grew up in.

<table>
<thead>
<tr>
<th>Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ritual, Tradition</td>
</tr>
<tr>
<td>Hierarchy</td>
</tr>
<tr>
<td>Equity, Social Justice</td>
</tr>
<tr>
<td>Religion</td>
</tr>
<tr>
<td>Independence</td>
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<tr>
<td>Work</td>
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<tr>
<td>Education</td>
</tr>
<tr>
<td>Money</td>
</tr>
<tr>
<td>Love</td>
</tr>
<tr>
<td>Food</td>
</tr>
<tr>
<td>Other (list)</td>
</tr>
</tbody>
</table>

On a scale of 1-10, with 1 being least important and 10 being the most important, rank the Values below in the order of importance for the “family” you have now.

People First

- People with disabilities are people first.
- People First language promotes respect, understanding, dignity and a positive outlook for people with disabilities.
- People First emphasizes abilities; not limitations.
- People First language eliminates generalizations, assumptions and generalizations by focusing on the person rather than the disability.
- People First recognizes that a disability is not a challenge to be overcome. It is a part of who a person is with their unique characteristics.
My notes