Overview of Developmental Disabilities

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

Cerebral Palsy

Characteristics & Considerations

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   - 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).

Epilepsy

Characteristics & Considerations

1. Has seizures related to other health issues

2. Can involve full body ________, partial movements, drop attacks, or lack of responsiveness.

3. Anything that the brain can do in its normal function, it can do abnormally in the form of a seizure.

4. Frequently controlled by medication or VNS (Vagal Nerve Stimulus).

5. Support should be focused on ________ and reassurance.
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.”

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WORD BANK
Sensory Reading Exhibiting Communication Social Repetitive Routines

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 or electronic devices

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

5. Follow ____________ based on person’s preferences
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 and the family you have now.

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<thead>
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<th>Values</th>
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<td>Hierarchy</td>
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<td>Equity, Social Justice</td>
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<td>Religion</td>
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<td>Other (list)</td>
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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.