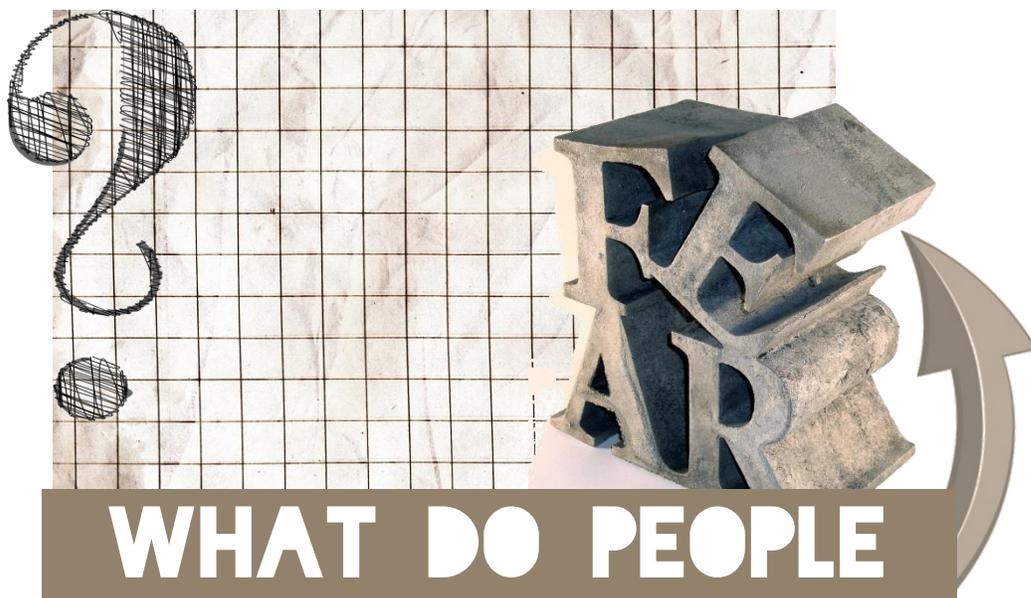


# Overview of Developmental Disabilities

**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 “Principle 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

# History of Developmental Disabilities



*My Notes*

State Define Developmental Disabilities?

How does Washington



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."

# Intellectual Disabilities

- ✓ Down Syndrome
- ✓ Fetal Alcohol Syndrome
- ✓ Fragile X Syndrome
- ✓ Phenylketonuria (PKU)

## Characteristics & 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 \_\_\_\_\_ things that are learned
3. Has a more difficult time \_\_\_\_\_ what is 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

# Cerebral Palsy

## 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).

## Developmental Disabilities

Characteristics and Considerations

Tightening    Safety    Adaptive

Patience    Remembering

Speech    **WORD BANK**    Involuntary

TRANSFERRING    Balance

Convulsions    Concrete    Slowly

# Epilepsy

## Characteristics & Considerations

1. Has seizures related to other health issues
2. Can involve full body \_\_\_\_\_, brief 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. Supports should be focused on \_\_\_\_\_ and reassurance

# 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

## Other Developmental Disabilities

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

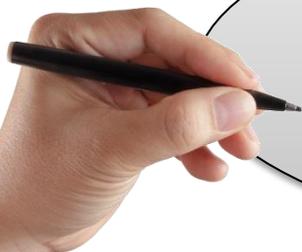
It does not include people who have only physical, learning, or mental health challenges.

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."

### WORD BANK

Sensory    Reading    Exhibiting  
Communication    Social  
Repetitive Routines

What is...  
**N@RMAL?**



A large, light gray oval shape containing five horizontal lines for writing.

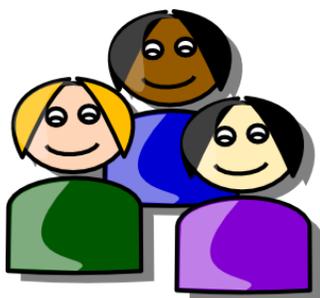
# Where do you stand?

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

## Values

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

	Ritual, Tradition	
	Hierarchy	
	Equity, Social Justice	
	Religion	
	Independence	
	Work	
	Education	
	Money	
	Love	
	Food	
	Other (list)	



## PEOPLE FIRST

Language  
matters.

- 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