INTRODUCTION TO DEVELOPMENTAL DISABILITIES
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INTRODUCTION

Dear New DSP,

Welcome and congratulations on your new job! We want you to know that when you start working here, you will be working with people with many different hopes, dreams, abilities, disabilities, and personalities. We want you to treat us all fairly, equally, and with respect.

When you work with us, we don’t want you to judge us by our disabilities, pick favorites, or nag us. You are not our parent, and we want to be treated like people. We would like you to give us more support in learning new skills and information, learning how to become a better person, and learning how to make choices for ourselves.

Lastly, we would like you to treat us the way you would like to be treated.

Sincerely,

Self-Advocates

* Adapted from a letter written by self-advocates at Sertoma Centre in Alsip, Illinois.
What is the purpose of the Direct Support Professional training?

The purpose of the DSP training is to build your skills to promote the health, safety and well-being of individuals with intellectual/developmental disabilities, which will lead to a better quality of life.

Promoting a better quality of life for the individuals with disabilities who you support will likely lead to a more rewarding professional life for you. There is nothing better than a situation in which everyone wins!!

DSP Training for a Better quality of Life

So what does Quality of Life mean?

It can mean the different things to different people. Generally, people experience a good quality of life when they:

- Can make choices in their lives, and their choices are encouraged, supported, and respected.
- Have close, supportive relationships with friends and family.
- Live in a home that is comfortable for them and with people who know and care about them.
- Participate in activities they find enjoyable.
- Have access to health care and have the best possible health.
- Feel safe and are safe.
- Are treated with dignity and respect.
- Are satisfied with their lives.
Identify characteristics of specific developmental disabilities

- List values that guide the Direct Support Professional (DSP) work
- Discuss your attitudes and beliefs about individuals with disabilities and how those attitudes and beliefs may impact your work
- Describe the DSP roles in supporting individuals
- Identify ethics, observation, communication, decision making, and documentation
- Identify people with whom DSPs may team up with to support individuals
- Use “People First” language
  - In the area of relationships, they wanted to spend more time with friends, see their families more often and at holidays, and spend some time with boyfriends and girlfriends.
  - In the area of personal care, they wanted better trained doctors and more of them, good healthy food choices, and more recreational opportunities.
  - In the area of personal freedom, they wanted to spend more time in the community, to make their own decisions about when to go on a diet, or go on more vacations, and to become more integrated into their communities.

Some individuals expressed desires for their wants/needs to people who support them. They want:

- To have more choice about their medications they take
- To wear clean clothes
- To decide on their own bedtime
- To have more independence in creating their schedule.
- Be able to watch television programs they enjoy when they choose times they want
➢ To have more independence in deciding when and how long to visit with boyfriend/girlfriend.
➢ Invite more visitors to come over to visit.

While you go through this training, listen, learn, and think about what you want and how to say what is important to you. Think about how you can apply what you’ve learned regarding supporting individuals in order to improve their quality of life. A Direct Support Professional (DSP) works with and supports individuals with intellectual developmental disabilities in the places they live and work. DSP’s perform their jobs in licensed homes, day programs, supported or independent living environments, while participating and contributing in the community. A DSP has many important roles to play. You are:

A Partner – assisting individuals to lead independent lives while participating and contributing in the community.

A Teacher – finding creative and fun ways to help individuals learn meaningful skills while providing them with information to make the best choices for themselves.

An Ambassador – to the individual’s community, encouraging others to interact with individuals with intellectual/developmental disabilities as neighbors, friends, and co-workers.

An Advocate – supporting individuals to exercise their rights and responsibilities.

A Supporter – seeking to understand the likes and dislikes, hopes, and dreams of individuals they support while working with them as they make progress towards their more independent
All the roles that you play have a common focus on supporting individuals to live the kind of lives they choose. A DSP is NOT a BOSS or someone who orders people around making them do things they may not want to do. Likewise, the DSP is not a parent to the individuals they support. The job of a DSP is carries a great deal of responsibilities, and it is easy to get these roles confused. Unlike a parent or legal guardian, or conservator, the DSP does not have the authority to make important life decisions for the individuals they work for or with. Instead, the individuals themselves, with the assistance of parent, legal guardians, conservators and service coordinators as appropriate, make decisions about their own lives.
Teaming with Others to Support Individuals

A DSP is a member of several teams: the team of staff who work to support the individuals in their homes, each person’s individual support team, and everyone’s planning team.

Persons who might be on these teams include: individuals and their families to, the administrator of the home and other DSP’s in the home and at work or day site, regional center staff, consults, health care professionals, and other representatives from the community agencies.

You will find that working as part of a team is often better than working alone. Sharing ideas and important information with other team members leads to creative planning and problem solving.

The DSP Profession

Persons, who support individuals in their daily lives, were not always considered “professionals”. More recently, the importance of the challenging work that you and other DSP perform has gained broad recognition and appreciation as a profession.

Specific knowledge, skills, and commonly agreed-upon standards for professional conduct are what separate a “job” from a “profession”. Trainings that focus on skills, knowledge, and abilities that have been identified as critical by administrators, DSPs, and other professionals ensure quality job performance.
Values to Guide your work

Choice – Individuals (with assistance from parents, legal guardians, or conservators when needed) have the right to make decisions about their lives, such as where they live, where they work, whom they live with, and their relationships with others. Individual have the right to choose their goals and spend their time. Services and supports address the individual’s identified needs and respect the individual’s preferences. Support may be needed to develop communication and decision-making skills.

Relationships - Support may be needed to assist individuals to start and keep relationships with friends and fellow community members to develop intimate relationships. This support may include services as transportation, family counseling, or training in human development and sexuality.

Regular Lifestyles -

Individuals have the right to be involved in their community in the same ways as their neighbors, friends, and fellow community members.

- Services are provided to the greatest extent possible in the home and community settings where they live and work.
- Services and supports should meet the cultural preferences of the individual.
- Support and training may be needed to help individuals to be more independent and productive as possible.
- When an individual needs change, services should change as well to make sure that the individual can continue living where he/she chooses.
- Individuals have the right to be comfortable where they live, have privacy when needed, and choose how their living
Space is decorated and arranged.

**Health and Well-Being**
- Individuals have the right to be free from harm, live in a healthy lifestyle, and receive quick medical care and treatment.
- Support may be needed to assist individuals to receive medical, mental and dental health care and treatment.
- Services and supports may be needed to teach individuals how to keep themselves healthy or seek services and supports to keep them healthy.

**Rights and Responsibilities**
- Individuals with intellectual/developmental disabilities’ have the same basic rights as other citizens.
- The right to privacy and confidentiality of personal information.
- The right to treatment and habilitation, dignity and humane care, education, prompt medical care and treatment, religious freedom, social interaction and participation in community activities, physical exercise and recreation, freedom from harm and from hazardous procedures, and to make choices about their lives.
- Along with these rights, there are responsibilities such as respecting the privacy of others and being an informed voter.
- Support may be needed for individuals to learn about their rights and responsibilities and how to advocate for themselves.

**Satisfaction**
- Individuals have the right to plan goals for the future and work toward them.
• Have the right to be satisfied with the services and supports they receive and be supported with change when not satisfied.
• Individuals have the right to a good quality of life.
• Supporting individuals in having a good quality of life means supporting them in ways that are consistent with their values. Making sure that individuals have choices, spend time with family and friends, have the best possible health, are safe and are treated with dignity and respect, are all the things that are necessary for quality of life...
The Direct Support Professional

Out Comes

When you finish this session, you will be able to:

- Define the term Developmental Disability
## Key Words

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Meaning</th>
<th>In my own words</th>
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<tbody>
<tr>
<td><strong>Developmental Disabilities</strong></td>
<td>A developmental disability begins before someone reaches 18 years of age; lasts throughout an individual's life; greatly limits three or more major life activities; and often means there is a need for some kind of assistance</td>
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<tr>
<td><strong>Direct Support Person (DSP)</strong></td>
<td>You are a DSP. A DSP works with and supports individuals with developmental disabilities where they live and work.</td>
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<tr>
<td><strong>Individual</strong></td>
<td>How training refers to individuals with intellectual disabilities. It will remind you to treat each person you support as an individual with unique interests, abilities, preference, and needs.</td>
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<td><strong>People First Language</strong></td>
<td>Language that refers to the qualities of a person, not a person's disabilities.</td>
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<tr>
<td><strong>Platinum Rule</strong></td>
<td>Treat others as they would like to be treated.</td>
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<tr>
<td><strong>Professional Ethics</strong></td>
<td>A set of beliefs to guide one's professional behavior</td>
<td></td>
</tr>
<tr>
<td><strong>Values</strong></td>
<td>Judgements about what is important in life. Ideas that shape</td>
<td></td>
</tr>
<tr>
<td>the quality of services and supports</td>
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This module contains information for Direct Support Persons (DSPs) who provide supports in all types of residential living arrangements, including adults and/or to children and young adults living at home with their families and receiving home and community based services through one of the Division of DD's Medicaid Home and Community-Based Service waiver programs. The service delivery methods are participant and family directed. Direct care providers can be employees of the person and his/her family, or employed through community agencies.

**What You Will Learn In This Module:**

- What my role will be as a DSP
- The basic characteristics of developmental disabilities
- The basic characteristics of mental illness and dual diagnoses
- Information about service planning and community inclusion
- Some causes of Intellectual Disabilities
- Things you can do to prevent Intellectual Disabilities
- The basics of human growth and development
- The basics of communication
- Information about your role in the IDT process and service planning
- The meaning of "People First Language"
- Credo for Support
- Information about guardianships
- The importance of documentation
- How to apply for Division of Developmental Disability Services
- Information on confidentiality and HIPAA
- List of resources
- Information on The National Alliance of Direct Support Professionals

**ROLE OF THE DSP**

**What is your role in the lives of the persons you support?**

Your support of the persons with whom you work should be tailored to them and their activities of daily living, or ADLs. Besides assisting them with ADLs such as bathing, toileting, cooking, cleaning, taking medications, etc., whenever possible, you will also help them to become more independent. You will learn more about how to assist with ADLs and promote a person’s independence in later modules.

It is very important that you take your role seriously and keep people safe from harm.

Another of your roles will be to intervene when persons express themselves
inappropriately. You may need to assess the situation, document information for others, and if necessary, intervene when persons put themselves or others in danger.

Sometimes the *intervention* is as simple as understanding what persons are trying to say from their behavior. You will learn how important the role of the DSP is in determining hidden causes for behavior or in identifying conditions that precede inappropriate behavior and predict its onset.

Some DSPs will be interacting with parents. Sometimes your relationship with family members may be very good. In other cases, the interactions may be exasperating. In either case, it's very important that you try to empathize with the feelings of parents of persons you support. It is essential to your success as a DSP in supporting persons with developmental disabilities that you establish a good, positive relationship with parents/guardians/family members.

**Remember:**
You are an advocate; not a babysitter.
You are a teacher; not a parent.
You are an assistant; not a maid.
You are a facilitator; not a boss.

It is also important to remember that you support real people and they should be treated with dignity and respect at all times.

**AGENCY SPECIFIC JOB DESCRIPTION**

INSERT AGENCY SPECIFIC DSP JOB DESCRIPTION HERE.
DEVELOPMENTAL DISABILITY DEFINITIONS

A person is determined to have a developmental disability if at least one of the two following conditions exists:

A – Intellectual Disabilities
This refers to significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested before the age of 18 years. Significantly sub average is defined as an intelligence quotient (IQ) of 70 or below on standard measures of intelligence.

B – Related Condition
This is a severe, chronic disability that meets all of the following conditions:

- It is attributable to- Cerebral palsy or epilepsy; or any other condition, other than mental illness, found to be closely related to Intellectual Disabilities because this condition results in impairment of general intellectual functioning or adaptive behavior similar to that of mentally retarded persons, and requires treatment or services similar to those required for these persons.
- It is manifested before the individual reaches age 22.
- It is likely to continue indefinitely.
- It results in substantial functional limitations in three or more of the following areas of major life activity:
  - Self-care (taking care of their own basic needs);
  - Language (communicating with others);
  - Learning (ability to learn new things);
  - Mobility (getting from place to place);
  - Self-direction (motivating and guiding themselves through daily living activities);
  - Capacity for independent living (living independently including ability to earn enough Money to live on).

Children can be classified as having a developmental disability if it seems they will have these problems when they get older.

You may notice that some persons may have a diagnosis of cerebral palsy, epilepsy, or autism and not be developmentally disabled. That’s because if an individual has been diagnosed with cerebral palsy, epilepsy, or autism, but not Intellectual Disabilities, the disability is not considered to have created a substantial handicap and cannot be considered a developmental disability.

Intellectual disabilities are the most common of the developmental disabilities, but not everyone with a developmental disability has an intellectual disability.
A developmental delay occurs when the child has not reached the milestones indicated for their age group. You can read more on this topic at http://www.med.umich.edu/1Libr/yourchild/devmile.htm. For example, if the normal age range in which a child learns to walk is between 9 and 15 months, and the child has not begun walking by 20 months, this would be considered a developmental delay. The term developmental delay refers to children between the ages of 3 and 9 years.

A child with a developmental disability, on the other hand, has limitations in three or more life areas (self-care; receptive and expressive language; learning; mobility; self-direction; capacity for independent living; or economic self-sufficiency) acquired before age 22, and these limitations are expected to continue indefinitely.

Children from birth to age 9 are considered to have a developmental disability without demonstrating substantial functional limitations in at least 3 major life activities, if they have Intellectual Disabilities.

What is Developmental Disability?
Developmental disability is defined as low intelligence (determined by the use of IQ tests) with impairment in adaptive behavior. This condition must begin before the age of 18 in order for the person to be considered developmentally disabled. Some people with developmental disability may:

- Have limited intellectual functioning
- Learn new things more slowly
- Have limited physical coordination
- Have increased medical issues

The general types and levels of Intellectual Disabilities you may encounter are:

<table>
<thead>
<tr>
<th>TERM</th>
<th>EQUIVALENT IQ RANGE</th>
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<tbody>
<tr>
<td>Mild</td>
<td>50 - 55 to about 70</td>
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<tr>
<td>Moderate</td>
<td>35 - 40 to 50 - 55</td>
</tr>
<tr>
<td>Severe</td>
<td>20 - 25 to 35 - 40</td>
</tr>
<tr>
<td>Profound</td>
<td>Below 20 - 25</td>
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</table>
Mild

People with I.Q. scores from about 50 to about 70, having substantial difficulties in at least two areas of adaptive behavior and having those difficulties first evidenced in a developmental period before adulthood are classified as having mild Intellectual Disabilities. Females are less likely than males to be identified with mild Intellectual Disabilities. Children are identified as having mild Intellectual Disabilities much more often than adults. These children often struggle with schoolwork.

Typically, persons in this category:
- Usually can attain academic skills up to about the sixth grade level.
- Can usually achieve vocational skills necessary for minimum self-support.
- Take care of all personal grooming needs.
- Can get around their neighborhood without difficulty, but cannot travel to another unfamiliar area of town by him/herself.
- Communicate complex verb ideas.
- Participate in recreation.
- May need guidance handling money.
- Can have a career or hold a job.
- About 85% of persons diagnosed as mentally retarded are considered to be in the "Mild" range.

Moderate

People who have an I.Q. score of about 35 to about 55 are classified as having moderate Intellectual Disabilities. People with moderate intellectual disabilities usually have substantial adaptive behavior problems in several areas. Most persons who have moderate Intellectual Disabilities are first diagnosed with this classification in the preschool years. People with moderate intellectual disability can often learn important self-care, domestic, work and other skills; however, complete independence is not usually achievable.

Typically, persons in this classification:
- Can learn to talk or communicate, but have poor awareness of social conventions.
- Can take care of themselves with moderate supervision or less.
- Can feed, wash and dress themselves; select own clothing, comb/brush own hair; prepare simple food.
- Can speak clearly and distinctly; carry on simple conversations; read words, ads, signs and simple sentences.
- Can interact cooperatively with others.
Can make minor purchases.
Can prepare foods that require mixing.
About 10% of persons diagnosed as mentally retarded are considered to be in the "Moderate" range.

**Severe**

People who are identified as having severe intellectual disability have IQ scores ranging from about 20 to about 40. They also have significant limitations in all areas of adaptive behavior. People with severe intellectual disability are usually identified in first two years of life and their disability continues throughout their life. Their language and ability to communicate is usually limited; however their understanding is often better than their speaking abilities. These persons often have medical issues such as seizure disorders.

Typically, persons with this classification:
- Have deficits in motor development and speech.
- Have little or no communication skills.
- Use a spoon and fork adequately, but need help cutting with knife.
- Can dress themselves, but cannot tie shoes.
- Can indicate the need to use the restroom.
- Can wash hands and face, but need assistance in bathing.
- Can recognize some words, but do not really read.
- Know money has value, but do not know the values of different coins.
- Can help with simple housekeeping tasks.
- Can attend to tasks for 10 minutes or more and make effort to carry out responsibilities.

About 3-4% of persons diagnosed as mentally retarded are considered to be in the "Severe" range.

**Profound**

Profound Intellectual Disability or Profound Intellectual Disabilities is a classification applied to people with IQ scores between 0 and about 25. Skills vary, ranging from high and low ends of the profound disability range, but all persons within this range have major limitations in all areas of adaptive behavior. Most persons with profound intellectual disability are identified as having major disabilities in their first year of life. Significant physical and health conditions are also very common.

Sensory motor deficits are obvious at an early age.
Usually develop minimal self-care and communication skills.
Requires a highly structured environment with constant support and supervision.
Can use spoon and fork, but often spills food.
Can put on skirt and pants, but needs help buttoning and zipping clothes.
May need assistance when using the restroom.
Can wash hands, but not very well.
Can use many gestures for communication.
Understands simple verbal communications.
Participates in group activities and can interact with others in simple play.
Does not know that money has value.
About 1%-2% of persons diagnosed as mentally retarded are considered to be in the "Profound" range.

**Note:** It is important to remember that new skills can be learned regardless of a person’s IQ.

**What is Adaptive Behavior?**

The term "adaptive behavior" is used in the field of developmental disabilities. It means:
- Ability to function in everyday living areas such as self-help, social abilities and mobility.
- Activities the individual uses to cope with the natural and social demands of the environment, including feeding, dressing, toileting, and higher-level social interaction skills.

**Examples**
- When the alarm goes off, I start getting ready for work.
- I need 2 coins that match this picture to buy a soda.
- I place a screw in each of the squares on this card and then put them in a bag and staple it shut.

**WHY DO SOME PEOPLE HAVE Developmental Disability?**

**Some causes of Developmental Disabilities are:**

**Problems before birth**
- Lack of adequate prenatal care

**Problems during pregnancy**
- The mother having serious illness, poor eating habits, or poor health care, or the fact that she smokes, drinks alcohol or uses other drugs during pregnancy.
- Chemical or chromosomal differences (like Down syndrome) or an inherited condition.
At birth problems/delivery complications
- low birth weight
- premature delivery
- lack of oxygen
  Diseases of measles, syphilis, HIV, etc.

Childhood infections
- spinal meningitis, encephalitis, etc.

Childhood injuries
- accidents: cars, bikes, falls, lead poisoning, near drowning
- abuse/neglect: shaken baby, malnutrition

Poverty/Cultural Deprivation

Genetic Disorders
- Down syndrome, phenylketonuria (PKU), Fragile X

THINGS YOU CAN DO TO PREVENT Developmental Disabilities

Pregnancy pre-screening tests
Genetic counseling
Improved pre-natal care, including avoiding smoking, drinking and drugs
Improved childhood health care, including immunizations
Consistent use of car safety belts and bike helmets
Elimination of lead paint in house
Parent education: health care, parenting skills, anger control, etc.
The following is a list of major kind of developmental disabilities: Intellectual Disabilities, cerebral palsy, autism and epilepsy. The table also tells you what those disabilities’ might look like. Keep in mind that some individuals may have one or more of the developmental disabilities listed. Also, developmental disability is not a contagious disease – you can’t “catch” it.

<table>
<thead>
<tr>
<th>Developmental Disabilities</th>
<th>Characteristics</th>
<th>Note to the DSP</th>
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| Intellectual Disability    | - Having limitations in learning, reasoning and problem solving  
- Have limitations in conceptual, social and practical skills  
- Thinks things are more in real life or concrete ways  
- Keeps learning and developing throughout life as we all do | - Level and impact of intellectual disability is different for each individual. This means each individual needs different levels of support and types of services in daily living.  
- Intellectual disability is very different from mental illness. Some people who have an intellectual disability may have mental illness. |
| Cerebral Palsy             | - Has involuntary movement  
- Has a hard time controlling movement?  
- Has hard time maintain balance  
- Has hard time swallowing or speaking. | - “Cerebral” refers to the brain and “palsy” refers to the weakness of muscle.  
- There are different levels of cerebral palsy from mild to severe.  
- There are different types: spastic, athetoid, ataxic and mixed.  
- Persons can lead more independent lives through the uses of special |
| **Autism** | **Devices for example, computers and wheelchairs**  
- Physical therapy may help individuals gain more control over movement.  
- Effects people in many different ways.  
- The causes are not very well understood. |
| --- | --- |
| - Generally has a hard time making friends  
- May have unexpected emotional responses, such as laughing at a car accident  
- Generally has a hard time communicating with others  
- May hurt self (self-injurious)  
- Generally wants to follow routines and may get upset if things changed.  
- May repeat words and/or body movements. |  
- Epilepsy is sometimes called a seizure disorder.  
- There are many different types of epilepsy syndromes, each looking different and requiring different responses. |
| **Epilepsy** |  
- Has seizures which are short surges of electrical activity in the brain.  
- May "pass out" of become unconscious.  
- Movement or actions may change for a short time. |
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- May "pass out" of become unconscious.  
- Movement or actions may change for a short time. |
Other
- Includes people who need the same kinds of support as those who have an intellectual disability.
- Does not include people who only have physical, learning, or mental health challenges.
- Examples are conditions like Neurofibromatosis, Tuberous Sclerosis and Prader-Willi Syndrome.

WHAT CAUSES CEREBRAL PALSY (CP)?
The cause of the majority of CP cases is uncertain. It is believed that 40% and 50% of all children who develop cerebral palsy were born prematurely. Premature infants are vulnerable, in part because their organs are not fully developed, increasing the risk of injury to the brain that may manifest as CP. After birth, other causes include toxins, severe jaundice, lead poisoning, physical brain injury, shaken baby syndrome, near drowning, and choking on toys and pieces of food. The intellectual level among people with CP varies from genius to mentally retarded, as it does in the general population. Experts have stated that it is important to not underestimate the capabilities of persons with CP and to give them every opportunity to learn.

The ability to live independently with CP also varies widely depending on the severity of the disability. Some persons with CP will require personal assistant services for all activities of daily living. Others can live semi-independently, needing support only for certain activities. Still others can live in complete independence. The need for personal assistance often changes with increasing age and the associated functional decline.

WHAT IS EPILEPSY?
Another type of developmental disability is epilepsy. A person can have epilepsy and you might not even know it by looking at them.
Epilepsy is caused by electrical problems in the brain which cause seizures. Seizures can be a short loss of consciousness or changes in how a person acts. Seizures may be noticeable (falling on ground, severe trembling) or barely or not noticeable (eye movements, blank stare).

If a person has a seizure, you cannot do anything to stop it. If he/she falls, be sure the person’s head is protected and wait for the seizure to end. When a seizure has ended, the person may feel disoriented and embarrassed. Try to ensure that he has privacy to collect himself/herself. Be aware that beepers and strobe lights can trigger seizures in some people.

Source: Eastern Paralyzed Veterans Association.
ACTIVITY:

Tom has epilepsy. His IQ is similar to an average person. However, he has seizures about twice a day. When he has a seizure he blackouts and doesn’t remember anything about it when he wakes up in 5 to 10 minutes. Then he is disoriented and forgets things for a while. Because of this, he cannot live by himself, he cannot drive, he was unable to attend school, he cannot work a regular job.

Does Tom have a developmental disability?

ACTIVITY:

Ted has Cerebral Palsy. His IQ is normal. He cannot walk and uses a wheelchair. He cannot speak clearly, but he uses an electronic board, called a communication board, to talk to people. He has programmed several phrases into his communication board. Ted cannot lift himself from his wheelchair.

Q: Does Ted have a developmental disability?

Q: What might Ted ask us for help with?
WHAT IS AUTISM?

Autism is a complex developmental disability that typically appears during the first three years of life and affects a person’s ability to communicate and interact with others. Autism is defined by a certain set of behaviors and is a "spectrum disorder" that affects persons differently and to varying degrees. There is no known single cause for autism, but increased awareness and funding can help families today. The disorder is characterized by impaired social interaction and communication, and restricted and repetitive behavior. This set of signs distinguishes autism from milder autism spectrum disorders (ASD) such as Asperger syndrome.

Autism can cause problems with effective communication such as:
- Responding to others
- Unusual behavior
- Verbal and nonverbal communication skills
- Failure to develop social relationships
- Responses to things which stimulate the senses
Data indicate an increasing incidence of autism diagnosis in children.

The categories in the autism spectrum include:

- Asperger's Disorder
- Pervasive Developmental Disorder Not Otherwise Specified (Including Atypical Autism)
- Rett's Disorder
The Autism Awareness Ribbon
The puzzle pattern of this ribbon reflects the mystery and complexity of autism. The different colors and shapes represents the diversity of people and families living with this disorder. The brightness of the ribbon signals hope - hope through research and increasing awareness in people like you.
Developmental Delays

An intellectual/developmental delay is a very large difference between a young child’s abilities and what is usually expected of children the same age. “Young” is defined as up to 36 months of age. Infants and toddlers who have an intellectual/developmental delay can receive early intervention services. These services support the child and their family in learning the things that will help.

Individuals with Intellectual/Developmental Disabilities are People First

While it’s important to learn about the names and causes of intellectual disabilities, individuals with intellectual/developmental disabilities people first. Some self-advocates came up with the saying, “label Jars, Not People”. For example, the subtle difference between calling Joe “a person with autism” rather than “an autistic person” is one that acknowledges Joe as a person first. This is one example of what is called People First Language. One good way to ensure that you are using People First Language is to begin describing people with the words “individual”, “person”, “man” or “woman”.

The Golden Rule vs the Platinum Rule

It is not enough to use People First Language to show respect for individuals. It is also important to demonstrate People First Behavior. What does it mean? It means that:

- You take the time to learn about an individual’s needs, strengths, and preferences.
- You do not assume that you know what is best.
- Your manner of supporting individuals reflects their needs, strengths, and preferences.

The old rule was the Golden Rule: Treat others the way you want to be treated.

The new rule is the Platinum Rule: Treat others as they want to be treated.

- Golden Rule assumes people want to be treated as you want to be treated.
- All individuals have different preferences and strengths.
- Platinum Rule principal states: Let me first understand what the individual wants and then I’ll give it to them.
What is Mental Illness?

Is Developmental Disability and mental illness the same?

No, a developmental disability is TOTALLY different from mental illness. Mental illness is not the same as developmental disability. Mental illness is a disorder that causes abnormal behavior and mental problems. It affects a person's emotions.

When a behavior or emotion falls outside the "normal" range the person may:
- be happy one minute and sad the next.
- have outbursts of anger or crying.
- need to do things over and over in order to feel good.
- have hallucinations or delusions.
- withdraw from contact with others.
- react with great fear after being comfortable with a situation before.

Types of Mental Illnesses:
- Schizophrenia
- Bipolar Disorder
- Depression
- Phobias
- Paranoia
- Affective Disorders
- Kleptomania
- Pyromania
- Personality disorders
- Anxiety disorders
- Eating disorders

What is a Dual Diagnosis?

A person with a dual diagnosis has both a developmental disability and a mental illness.

There are challenges in recognizing and treating dual diagnoses such as:
- Intellectual disability
- Non-verbal
- Overlooked symptoms
ACTIVITY

Stereotypes of Individuals with Intellectual / Developmental Disabilities

Directions: write down the stereotypes of individuals with intellectual/disabilities that you have heard and then consider the following questions.

How many stereotypes are negative?

Why are so many negative?

What impact does it have on the individuals with whom you work if you believe these stereotypes?

Do you think these stereotypes ever affect the work that DSP’s do? If so, how?
**Practice and Share**

Think of a time when you helped to add the quality of an individual life. What exactly did you do to add to the quality of the individual’s life? How do you know that it added to the quality of the individual’s life?
COMMUNICATION

Some persons with whom you will be working may not use the spoken word to communicate. Some may use other methods to communicate with you such as sign language, hand gestures, communication boards, pictures, electronic devices, etc. Some may use facial expression or body movements, and some may have a very limited vocabulary of just a few words. You will learn more about the different communication styles in the module "Human Interaction and Communication."

**Communication Activity:** Allow 10 minutes.

**After completing the communication activity, discuss:**

What emotions did you feel when you didn't have the vocabulary to express what you wanted to say?
Could you imagine that the persons you will be supporting might feel those same emotions?
If you felt those emotions consistently, might you develop behaviors which reflect those emotions?

You will be learning about different ways the persons you will be supporting communicate. How do you communicate?
Qualified Support Professional (QSP) and other professionals that might include a psychologist, counselor, behavior specialist, dietician, nurse, parents, siblings, staff from the residential site, staff from the training program, and a caseworker from an Individual Service and Support Advocacy agency (ISSA).

The IDT process assesses the strengths and needs of individuals with mental disabilities with input from the individual requesting and/or receiving services and from those providing services. The IDT works as a team to develop and implement the individual's service plan.

**ASSESSMENT**

**REGARDLESS OF BARRIERS**, the person's needs and services can be identified by assessments of the individual and family's strengths, disabilities, and specific diagnosis or diagnoses. This process leads to goal development, the steps needed to achieve the goals and the desirable outcomes.

Your role with the IDT is to assist the team in determining the best course of action for the individuals you will be supporting. How will you do that? By getting to know the individuals you support and learning their likes and dislikes, documenting your observations, and making recommendations about what you think should be included in their plans. You may be asked to document a certain behavior. It will be up to you to report your observations about the wants and needs of that person so that others can try to develop a plan, with the person's input, to meet their wants and needs.

**PERSON CENTERED PLANNING**

In your job as a DSP, you will be participating in what we call service planning. A service plan is set up at the interdisciplinary team meeting that is usually led by the QIDP. At this meeting individuals who support a person with a developmental disability meet to discuss a plan for a person's life. Goals, both work and life, are evaluated and set for the upcoming year.

Each person's plan will be individualized. That's because the service plan is *person-centered*. By person-centered, we mean the needs, wants and desires of the person served carry primary importance. You will learn more about service planning and the IDT process in the module on service planning and implementation.
What is People First Language?

People First language is speaking and writing in a language that always puts the person first and the disability last. Using People First language is important to people with disabilities and conveys to them that they are viewed first as person.

When using People First language, **Put people first**, not their disability. Say "person with autism", "man who has a hearing impairment", "children who have Down Syndrome". This puts the focus on the individuals, not the particular disability. Crippled, deformed, suffers from, victim of, the retarded, infirm, etc. are **never** acceptable to write or say under any circumstances.

**Emphasize abilities**, not limitations. Use phrases such as "Jill uses a wheelchair" or "Paul uses a communication board", rather than "Sam is confined to a wheelchair" or "Sarah is crippled."

**Promote that people with disabilities are active participants of society.**
People with disabilities have gifts and talents to share with others, and want to be part of their communities.

**Do not focus on a disability** unless it is crucial to a situation. Focus instead on issues that affect the quality of life for people with disabilities such as accessible transportation, housing, affordable health care, employment opportunities, and discrimination.

**Do not dramatize a disability** by using phrases such as "afflicted with", "crippled with", "suffers from", or "victim of". Instead say "a person who has cerebral palsy" or "a woman who has autism".

**Do not use generic labels** for disability groups, such as "the disabled," "the deaf", "the blind". Emphasize people, not labels. Use instead, "people with developmental disabilities" or "people with visual impairments".
Now, for the first time, people with disabilities are taking their rightful place as fully contributing citizens. The danger is that we will respond with remediation and benevolence rather than equity and respect. And so, we offer you:

**A Credo for Support**

Do Not see my disability as a problem.
Recognize that my disability is an attribute.

Do Not try to fix me because I am not broken.
Support me. I can make my contribution to the community in my own way.

Do Not see me as your client. I am your fellow citizen.
See me as your neighbor. Remember, none of us can be self-sufficient.

Do Not try to modify my behavior.
Be still & listen. What you define as inappropriate may be my attempt to communicate with you in the only way I can.

Do Not see my disability as a deficit.
It is you who see me as deviant and helpless.

Do Not try to change me, you have no right.
Help me learn what I want to know.

Do Not hide your uncertainty behind “professional” distance.
Be a person who listens and does not take my struggle away from me by trying to make it all better.

Do Not use theories and strategies on me.
Be with me.
And when we struggle with each other, let that give rise to self-reflection.

Do Not try to control me. I have a right to my power as a person.
What you call non-compliance or manipulation may actually be the only way I can exert some control over my life.

Do Not teach me to be polite and submissive.
I need to feel entitled to say “No” if I am to protect myself.

Do Not be charitable towards me.
The last thing the world needs is another Jerry Lewis.
Be my ally against those who exploit me for their own gratification.
Do Not try to be my friend. I deserve more than that.
Get to know me. We may become friends.

Do Not help me, even if it does make you feel good.
Ask me if I need your help. Let me show you how you can best assist me.

Do Not admire me. A desire to live a full life does not warrant adoration.
Respect me, for respect presumes equality.

Do not tell, correct, and lead.
Listen, Support, and Follow.

Do not work on me.
Work with me.

Credo for Support is dedicated to the memory of Tracy Latimer. Learn more about Tracy Latimer by logging on to http://www.normemma.com/indladvo.htm#Tracy.
Belonging – People's feelings are valued by others. For example, when others call just to talk or invite him/her to go to a party, out to eat, to the movies, or to just "hang out".

Inclusion is NOT:
- When volunteers spend time with people out of pity or charity.
- "Special" activities or programs only for people with similar disabilities.
- Going on a series of unrelated activities, just to get out.
- Going everywhere (work, shopping, out for a walk) in groups.
- Only going places with other people with similar disabilities.
- Only interacting with people who are paid to take care of you (staff) or people with whom you do not choose for yourself.

The Benefits of Inclusion
Some of the benefits to persons served and their families include:
- Better health.
- Increased feelings of well-being.
- Psychosocial development
- Improved esteem.
- More opportunities and access to resources.
- The protection of being known by other people. (Others are more likely to report or check on problems and become involved.)
- Greater life experience.
- Greater variety of relationships.
- Incentive to learn appropriate social behavior.
**Scenarios for Discussion**

**Scenario #1**

Fred, who is nonverbal and has moderate Intellectual Disabilities, has had a job working at McDonalds for the last year. He has to wear a McDonald’s shirt and pants to work, which he paid for himself.

Recently, Fred started ripping up his work clothes during the evening. At first they could be repaired, but when it happened three evenings in a row, they were beyond repair and his home staff bought him another pair. They tried to redirect Fred whenever he started to rip and tear his clothes, but Fred was able to sneak into his room and shred his new clothes.

When his caseworker asked his manager at McDonalds if he knew what could be the problem, his manager stated that within the last couple of weeks, high school kids had come into the restaurant and were making fun of Fred, calling him a “retard.” Fred tried to avoid them, but was not successful.

Should Fred be allowed to wear his own clothes?  
Should Fred quit his job?  
What are some solutions to the problem?

**Scenario #2**

Sally attends a day school program. Sally didn’t get along well with her classmates. Sally complained to her teacher, but the teacher just said, “You must get along with everybody.”

As time passed, Sally got very angry. Things weren’t improving at school. The more she complained the less her teacher wanted to talk to her about it.

Finally, Sally started throwing things at her classmates. When her teacher asked her not to throw things, Sally hit her classmates. When Sally’s teacher tried to intervene, Sally hit her.

Sally was expelled from her school because she was considered too dangerous.

Was this the right decision?  
What were the alternative(s)?
Scenario #3

Charles is developmentally disabled and attends an alternative day school program in an area that has a mix of homes and businesses. Charles has complained to an aide that one of the janitors borrows his radio during lunch and plays music Charles doesn't like. Charles has asked him not to take his radio. But he yells at him to mind his own business and go sit down.

This has begun to really upset Charles. When he gets upset he tries to get away from what is upsetting him. At times Charles has run into the busy street in front of his school. This has happened several times in the last few weeks and his Case Manager is concerned for his safety.

Charles understands why he is running into the street. And he knows that if he can get away from the janitor he will not get so upset. He is afraid to tell his Case Manager or his parents what the janitor is doing because he thinks the janitor may then be mean to him. Charles' parents have asked his Case Manager to move him to a different classroom.

The school has said that he cannot move because they do not have another classroom with an opening.

What else would you like to know about Charles?

What are some ideas for supporting Charles?
CONFIDENTIALITY

A word of caution: It is **VERY** important that you not share personal information about the persons you are supporting to anyone except those who have reason to know. Health Insurance Portability and Accountability Act or HIPAA laws require this. You will learn more about HIPAA in another module. Treat the persons you support with the same respect you would treat friends or loved ones. You wouldn't spread stories about your mom or dad who had an illness, would you? Would you want others to gossip about you?

If it is necessary for you to talk about persons you support, be sure that "Consent to release information" form is signed by that person or the guardian. Ask your supervisor for a copy of your agency’s consent to release information form and add it to your notebook for you to use in situations such as this.

DOCUMENTATION

DSPs must know how to document accurately and effectively situations they encounter in supporting persons because documentation will be part of their everyday responsibilities. You will learn more about the specifics of how to document in a later module. Some specific documentation requirements include using an ink pen, not a pencil, writing legibly, signing and dating all documentation you do. Always remember confidentiality laws when you create documentation, making it meaningful, and completing it in a timely manner.

You will be documenting such things as:

- skill acquisitions of the person
- the person’s progress
- task analysis
- daily notes
- behavior program data
- other data

RIGHTS AND RESPONSIBILITIES

People with developmental disabilities have rights, just as you do. You will need to be sensitive to any rights violation that may occur with the persons you will be supporting. Let’s look at the examples of rights on the next page. It is important that you emphasize with the persons you will be supporting that they (and you) have responsibilities that come with these rights.
You will learn more about rights in another part of your training. But for now, think about rights that you and I have and remember that people with developmental disabilities also have the same ones.

You will also be asked to report any time you feel that the rights of the persons you support may have been violated. You will learn about which forms to use and how to complete them at a later training.

**Guardianships**

Many people with developmental disabilities do not have a guardian and thus retain their decision-making rights. Just because someone is a parent, doesn’t mean they are automatically the guardian when the person turns 18. If there is no family member available, able, or willing to be a guardian, often the court will appoint someone from the Office of State Guardian to be guardian. The guardian makes decisions as specified by the court for someone who is judged to be unable to make those decisions.

**WEB RESOURCES**

You can find more information about developmental disabilities at these web sites:

- SIU School of Medicine Library - http://www.siumed.edu/lib/
  The mission of the Family Support Network is to unify individuals with disabilities and their families to advocate for funding, services, and community resources that strengthen and support the individual and the family directly by responding to their individual needs and empowering them to live in their own homes. The Family Support Network further seeks to ensure the continuation of all individual supports throughout the life span of the individual.
  Illinois Early Childhood Intervention Clearinghouse – may request info (video tapes, books, resources) can be sent to you on any DD (217-785-1364) 800-852-4302 - http://www.eiclearinghouse.org/
- DHS Division of DD – http://www.dhs.state.il.us/page.aspx?Item=32253
For information about services for people with developmental disabilities:
The ARC of Illinois www.thearcofil.org  "...committed to empowering persons with disabilities to achieve full participation in community life through informed choices"
LifeSpan – http://www.illinoislifespan.org/
Advocacy Agencies for each diagnosis
Institute on Disability and Human Development – http://www.uic.edu/orgs/idhd/
Video  “Strategies on Parenting”
Family Resource Coalition of America (FRCA)
20 North Wacker Drive, Suite 1100
Chicago, IL 60606
phone: (312) 338-0900
fax: (312) 338-1522
web site: http://www.frca.org
The Autism Program of Illinois: www.theaustimprogram.org

DSP’s Professional Organization:

**National Alliance of Direct Support Professionals Code of Ethics**

1. **Person-Centered Supports**- As a DSP, my first allegiance is to the person I support; all other activities and functions I perform flow from this allegiance.

2. **Promoting Physical and Emotional Well-Being**- As a DSP, I am responsible for supporting the emotional, physical, and personal well-being of the persons receiving support. I will encourage growth and recognize the autonomy of the persons receiving support while being attentive and energetic in reducing their risk of harm.

3. **Integrity and Responsibility**- As a DSP, I will support the mission and vitality of my profession to assist people in leading self-directed lives and to foster a spirit of partnership with the people I support, other professionals, and the community.

4. **Confidentiality**- As a DSP, I will safeguard and respect the confidentiality and privacy of the people I support.
5. **Justice, Fairness, and Equity** -
As a DSP, I will promote and practice justice, fairness, and equity for the people I support and the community. I will affirm the human rights, civil rights, and responsibilities of the people I support.

6. **Respect** -
As a DSP, I will respect the human dignity and uniqueness of the people I support. I will recognize each person I support as valuable and help others understand their value.

7. **Relationships** -
As a DSP, I will assist the people I support to develop and maintain relationships.

8. **Self-Determination** -
As a DSP, I will assist the people I support to direct the course of their own lives.

9. **Advocacy** -
As a DSP, I will advocate with the people I support for justice, inclusion, and full community participation.

Source: National Alliance of Direct Support Professionals Website: www.nadsp.org
(Please visit the website for the full text)
LIST OF ACRONYMS

The acronyms below are frequently used in the field of developmental disabilities. You may want to add additional acronyms to this list as you come across them.

ADA, Americans with Disabilities Act
ADD, Attention Deficit Disorder
ADHD, Attention-Deficit Hyperactive Disorder
ASD, Autism Spectrum Disorder
ADL, Activities of Daily Living
AT, Assistive Technology
BCBA, Board Certified Behavior Analyst
CARF, Commission on Accreditation of Rehabilitation Facilities
CBTA, Competency Based Training Activity (or Assessment)
CCI, Child Care Institution
CMS, Centers for Medicare and Medicaid Services
COTA, Certified Occupational Therapy Assistant
CP, Cerebral Palsy
CILA, Community Integrated Living Arrangement
CLF, Community Living Facility
CST, Community Support Team
DCFS, Department of Children and Family Services
DD, Developmentally Disabled (or Developmental Disabilities)
DDA, Developmental Disability Aide
DHS, Department of Human Services
DOA, Department on Aging
DPH, Department of Public Health
DT, Developmental Training
DSP, Direct Support Person
DDD, Division of Developmental Disabilities
DMH, Division of Mental Health
DORS, Division of Rehabilitation Services
FAS, Fetal Alcohol Syndrome
FASD, Fetal Alcohol Spectrum Disorder
HBS, Home-Based Support Services
HCFA, Health Care Financing Administration (now known as CMS)
HCFS, Health Care and Family Services
ICAP, Inventory for Client and Agency Planning (test)
I/DD, Intellectual/Developmental Disability
IEP, Individual Education Plan
IHP, Individual Habilitation Plan
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>IPP</td>
<td>Individual Program Plan</td>
</tr>
<tr>
<td>ISP</td>
<td>Individual’s Service Plan</td>
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<tr>
<td>IQ Test</td>
<td>Intelligence Quotient Test</td>
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<tr>
<td>JCAHO</td>
<td>Joint Commission on Accreditation of Health Care Organizations</td>
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<tr>
<td>IDT</td>
<td>Interdisciplinary Team</td>
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<tr>
<td>ISBE</td>
<td>Illinois State Board of Education</td>
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<tr>
<td>ISSA</td>
<td>Independent Support &amp; Service Advocacy</td>
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<tr>
<td>LPN</td>
<td>Licensed Practical Nurse</td>
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<tr>
<td>MH</td>
<td>Mental Health</td>
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<tr>
<td>MI</td>
<td>Mental Illness</td>
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<tr>
<td>MR</td>
<td>Intellectual Disabilities</td>
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<tr>
<td>DMH</td>
<td>Division of Mental Health</td>
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<tr>
<td>DORS</td>
<td>Division of Rehabilitation Services</td>
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<tr>
<td>PAS</td>
<td>Pre-Admission Screening Agency</td>
</tr>
<tr>
<td>OIG</td>
<td>Office of Inspector General</td>
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<tr>
<td>OSG</td>
<td>Office of State Guardian</td>
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<tr>
<td>OT</td>
<td>Occupational Therapist</td>
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<tr>
<td>PT</td>
<td>Physical Therapist</td>
</tr>
<tr>
<td>PTA</td>
<td>Physical Therapy Assistant</td>
</tr>
<tr>
<td>PRN</td>
<td>Medical shorthand for “as needed”</td>
</tr>
<tr>
<td>OJT</td>
<td>On the Job Training</td>
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<tr>
<td>QSP</td>
<td>Qualified Support Professional</td>
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<tr>
<td>RN</td>
<td>Registered Nurse</td>
</tr>
<tr>
<td>SEP</td>
<td>Supported Employment Program</td>
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<tr>
<td>SIB</td>
<td>Scales of Independent Behavior</td>
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<tr>
<td>SIB</td>
<td>Self-Injurious Behavior</td>
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<tr>
<td>SLP</td>
<td>Speech &amp; Language Pathologist</td>
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<tr>
<td>SODC</td>
<td>State Operated Developmental Center</td>
</tr>
<tr>
<td>TBI</td>
<td>Traumatic Brain Injury</td>
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GLOSSARY OF TERMS

The Glossary of Terms listed below are used in the field of developmental disabilities. You may want to add additional terms to this list as you come across them.

**Abrasion:**
An injury that may include a scrape, a scratch, a scuff, a graze or a cut to the individual's skin.

**Abscess**
A collection of pus around an infection.

**Absorb, absorption**
When liquids soak into a tissue they are absorbed. Some medications are delivered into the body by allowing them to soak into the skin or other body tissues.

**Abuse**
The intentional infliction of injury, unreasonable confinement, intimidation, or punishment aimed at another, with resulting physical harm, pain, or mental anguish.

**Access**
Being able to get something. Getting services easily enough so the person is encouraged to do so rather than give up and go away.

**Accessible**
When facilities have been adapted so that persons with physical or mental handicaps may be able to use them. Example: an "accessible van" means that there is a wheelchair lift and handrails so that persons with disabilities may be able to get in and out of the van.

**Accidental Exposure**
A non-intentional contact with another person's blood or other bodily fluid(s)

**Alternative Access Techniques** — any special methods of controlling a device that allows it to be used by individuals with disabilities.

**Accidents**
Unplanned events or mishaps that we usually try to avoid and that may or may not cause injury, such as a car accident, slipping and falling, or tripping over something.
**Action Plan**
One of many terms being used for creating a plan for people receiving services that is based on their abilities, strengths and personal desires or goals. These plans are created by support teams or circles of support (the people who know the person best and who the person would like to have participate in planning), and professionals who are only invited at the request of the rest of the support team.

**Active Ingredients**
The ingredients in a medication with known medicinal effects.

**Active Listening**
A technique used to become fully involved in the communication process in which the listener works to understand the message, feeling and meaning of the other person communicating. It involves sensing, understanding, evaluating and responding. An active listener has an open mind and hears out the speaker, making a point of trying to understand the position of the speaker. Active listening includes verbal (saying things like "mm-hmm," and "okay") and nonverbal cues (such as nodding, appropriate eye contact, and attentive posture).

**Acute Health Conditions**
Health conditions that need immediate attention, are temporary, and from which individuals usually recover, such as colds and flu, or can begin as needing immediate attention and may lead to long-term care, such as a heart attack or a stroke.

**Advocate**
A person who speaks up and is active in working toward equal rights, opportunities, and respect for another person or groups of people. Advocates can be paid or unpaid.

**Airborne**- Airborne/Contact Precautions are required for diseases such as chicken pox and shingles. Wear a standard isolation mask, gown, and gloves to enter the room. Place a standard isolation mask on the patient during transport.

**AIDS (Acquired Immune Deficiency Syndrome)**
An incurable disease cause by infection from the human immunodeficiency virus (HIV).

**Alignment**
To bring something into line, or to make straight.
**Allergies**
A negative reaction to foreign substances by the body’s immune system. These substances that might trigger an allergic reaction are called allergens (e.g., dust mites, pollen, mold, dander, food). The physical reactions can include itchy eyes, problems with breathing, or seizure that can range from mild to life-threatening when in contact with foods, medicines, plants, or other things in the environment.

**Alternative Medicine**
Medical treatments that are not a part of conventional medicine such as acupuncture, meditation and herbs.

**Alzheimer’s disease**
Alzheimer’s disease is the most common form of dementia among older people. It involves the parts of the brain that control thought, memory, and language. The disease usually begins after age 60, and risk goes up with age. There is some indication that people with certain disabilities such as Downs Syndrome are at increased risk for onset at an earlier age. Alzheimer’s disease is not a normal part of aging and currently there is no cure. It is the most common form of dementia among older people. It involves the parts of the brain that control thought, memory, and language.

**Anorexia**
An eating disorder in which a person believes they are overweight even when they are thin, and they begin to starve themselves.

**Arthritis**
Painful swelling and stiffness of the joints in the body and in the surrounding muscles and tendons.

**Assessments**
Tools or processes that one uses to identify a person’s strengths and needs or to identify the potential barriers in an environment. There are many formal assessment tools available. Informal assessments usually take place in daily interactions with people as a way to ensure that supports meet individual and situational needs. Select environments or arrange for success, as much as possible, in all situations.

**Assistive Technology Devices** — Any items or pieces of equipment that enable people to maintain or improve their functioning, and help them to better achieve their goals. Simple pieces of assistive technology include spoons or forks with larger handles which make them easier to grip. Complex pieces of assistive technology include complex computerized communication devices.
**Asthma**
A chronic condition in which a person's lungs get narrow causing difficulty in breathing and wheezing. Asthma is typically discussed in terms of "having an asthma attack.

**At Risk**
The state of being in danger or likely to experience harm. Specific characteristics of an individual where he or she may require safety steps or actions to be taken to prevent unnecessary accidents, injuries, abuse, or other potential for serious harm.

**Attention Deficit/Hyperactive Disorder (ADHD)**
ADHD is estimated to affect 3 to 5 percent of all children. It is more common in boys than girls. ADHD can continue into adolescence and adulthood. People with ADHD can have trouble sitting still, planning ahead, and finishing tasks. They can be distracted by unimportant sights and sounds or unaware of what's going on around them.

**Auditory**
Related to the ear and the ability to hear.

**Augmentative Communication** – People normally interact with one another using speech as their primary mode of communication. Augmentative communication occurs when at least one of these individuals relies primarily on other modes of communication. Examples of augmentative communication are: sign language, paper and pencil, alphabet letter boards, and computer systems.

**Autism**
A severe disorder in which the person affected may have difficulty in both verbal and nonverbal communication, and may relate to others or events in unexpected ways such as appearing disinterested, aloof, or unable to concentrate. Autism is four times more likely to occur in boys than in girls. People with autism may exhibit repetitive behaviors such as rocking, banging their heads against objects, touching, or hand flapping.

**Autism-Spectrum disorder**
A severe disorder in which the person affected may have difficulty in both verbal and nonverbal communication, and may relate to others or events in unexpected ways such as appearing disinterested, aloof, or unable to concentrate. Autism often occurs together with a below average IQ, however, people who have autism may have an average or above average IQ as well. The affect and characteristics of autism can be dramatically different from person to person.

**Braces** – An orthopedic appliance or apparatus applied to the body, particularly the torso, arms, and legs. These appliances may support the weight of the body, correct or prevent deformities, or control involuntary movements.

**Braille** – A system of writing for the blind that uses characters made of raised dot
patterns.

**Bacterial**
Related to bacteria, which is a type of germ that causes infection and is spread by contact with contaminated surfaces and can also be airborne (though less frequently). Bacterial infections include staff infections and pneumonia.

**Barriers**
Physical, emotional, or intellectual things which may get in the way of a person doing something that he or she would like to do.

**Baseline**
The starting point by which progress will be judged or a beginning measure against which progress can be compared.

**Behavior**
Something someone does that is both measurable and observable. Behavior can be influenced by consequences and relevant antecedents. Something is measurable when you can count it or express it in numbers. It is observable when you can see it, hear it, or otherwise use your senses to monitor when it happens.

**Behavior Support Plans**
Plans developed to let support people (staff, family, friends and others) know how best to identify, track, prevent, and respond to an individual's challenging behaviors. These plans should have an emphasis on teaching new more appropriate skills for communicating needs. These may also known as behavior management plans, or behavior intervention plans.

**Behavioral Chain/Chaining**
A behavioral chain is a series of steps of individual behaviors that, when put together in sequence, lead to the completion of a whole task. Chaining is teaching two or more steps of the chain, in sequence.

**Benchmarks**
A standard by which used as a point of comparison in order to measure or judge something. For example, measures of performance in a work setting that help clarify which duties an employee can perform and which he or she may need more training or support to be able to perform.

**Best-Practices**
New or emerging trends in the design of services or supports, often viewed as an improvement on the way things have been done in the past.
**Bias**
A preference or inclination towards something that prevents one from looking at the overall situation with objectivity. Bias is a form of prejudice.

**Bigot**
A person who believes their own culture is superior to others. This person may or may not recognize differences as a part of culture.

**Bipolar Affective Disorder**
A mood disorder in which the person can swing from depression to emotional highs.

**Blood borne Pathogens**
A disease causing microorganisms in human blood. Two blood borne pathogens that can be fatal or lead to serious health problems include hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

**Blood Pressure**
The force of the heart as it pumps blood through the arteries and other blood vessels to the rest of the body.

**Bodily Fluids**
Fluid that is contained in the human body utilized to maintain life and functioning.

**Body language**
A way to communicate without saying any words such as our facial expressions or the pace of our speech. The same body mannerisms do not always convey the same message within cultures or families.

**Brainstorming**
A process used to generate ideas free of judgment. Works best with a group of individuals trying to solve a problem.

**Breach**
To break an agreement or to go against an understanding between people.

**Brittle**
Easily broken.

**Bulimia**
An eating disorder in which a person over eats and then makes themselves throw up, or takes a laxative to induce diarrhea, in order to remain thin or to lose weight.

**Cancer**
A disease in which the body's cells grow incorrectly and cause serious illness.
cells can invade nearby tissues and can spread through the bloodstream and lymphatic system to other parts of the body.

**Candidiasis**
Candidiasis is a fungal infection that is also know as thrush. This most often occurs in very young children and older adults who wear dentures.

**Canker Sores**
Canker sores are small ulcers inside the mouth. They are not contagious and the exact cause is unknown. Canker sores can heal on their own, but can also be treated with over the counter medications. Spicy and acidic foods can often irritate canker sores.

**Capacity**
The physical ability, strength, mental ability and resources the family has available to them to help them deal with a family member with a disability in a healthy or effective manner.

**Case management or care coordination**
A person who helps the person receiving services understand his or her options and benefits regarding services.

**Cataracts**
A clouding of the lens of the eye making vision poor.

**Cavities**
A breakdown of the tooth caused by acid from the plaque bacteria.

**Central Nervous System**
The brain and spinal cord sending and receiving messages throughout the body.

**Cerebral Palsy (CP)**
A type of developmental disability resulting from damage to the brain, which results in loss of control over voluntary muscle movement in the body. There are different types of Cerebral Palsy which may affect a person differently. People with Cerebral Palsy often have difficulties with speech hearing and vision. Cerebral Palsy is sometimes combined with Intellectual Disabilities but not always. Symptoms are usually evident before age 2 and in severe cases may appear as early as three months.

**Chaining:**
A task is a series of behaviors performed in order. This order is the behavioral chain. Chaining is a way of teaching that breaks the task into small steps that a person can perform with prompts or guidance. Reinforcement is given as needed for each step or small sequence to get the person to perform it independently. New steps in the chain
are added as the person learns to complete the others well. The sequence or portions of it are taught in order until the person can complete the whole task with one initial prompt. (For example, when told: “It’s time to do the dishes,” the person is able to get up, find all materials, and complete all tasks, until the dishes are done.) Forward chaining is when the steps of the task are taught in order from the beginning. Another option is backward chaining. This is a way of teaching in which the final steps of the sequence are taught first. Each step is added working back to the initial action needed for the task. Backward chaining can be helpful because reinforcement is always given for the final step of the whole task.

**Chlamydia**
A sexually transmitted disease.

**Choice**
The freedom to pick among several options. To make a decision when faced with one or more possibilities.

**Choking**
Airway obstruction, due to airway becoming blocked due to a solid object, fluids, or the back of the tongue.

**Chronic Disability**
A chronic disability is one that is of long or indefinite length.

**Chronic Health Condition**
An illness or situation that lasts a long time, is ongoing, or continuous

**Circle of Support**
The people who are close to and believe in the abilities of a person. They create a social and support network around the person.

**Circulation**
The movement of blood through the circulatory system of the body. This system includes the heart, lungs, veins, and arteries.

**Circumcision**
The partial removal of the foreskin of the penis by surgical procedure.

**Coaching**
Is a style of performance coaching that consists of showing and telling the direct support professional how to do their job.

**Coercion/Coerce**
Lure, trick, or manipulate someone to do something. An action or decision that is forced
and not made freely.

**Cognitive**
Related to the ability to think.

**Cold Sores**
Cold sores are also known as fever blisters and Herpes simplex. They are groups of painful, fluid-filled blisters. Cold sores are contagious and often recur. Cold sores often heal by themselves within approximately one week. They can also be treated with prescription medications.

**Common Cold**
Caused by a virus that invades the body and can last a week or even two. There are over 100 kinds of cold viruses and people typically get more than one cold per year. Cold viruses live inside of a person’s nose and can only spread from direct germ contact within the nose.

**Communication**
A process of sharing information which requires both the sender and the receiver of a message to mutually agree on that message. The quality of the communication depends on both parties understanding and interpreting the same message. Communication is not only speaking words to someone but also listening, attending to body language, decoding meaning, explaining, questioning, and clarifying the information being exchanged.

**Community**
A group of people that are connected to each other socially, through a common need, experience, mission, culture, vision, and/or values.

**Community-based employment:**
Traditional type of employment, where individuals are employed and paid by the company which hired them. The work takes place in the actual work setting and is performed independently or with the support of co-workers and/or support staff.

**Community Connections**
Contacts and relationships with people in naturally occurring communities such as neighborhoods, places of work, and public facilities.

**Community Inclusion**
A concept that reflects the practice of sharing in community life involving at least these four aspects (1) physical presence where the individual actually lives in a typical community setting (house, apartment etc.) vs. an isolated setting such as an institution or a nursing home, (2) cultural integration where the individual exhibits locally valued lifestyles and roles (e.g., farm hand in a rural community; condominium or home owner; church or association member), (3) connections to others who are not paid as
supporters. These connections include a variety of reciprocal relationships like friend, coworker, neighbor, spouse, etc.) and (4) self-determination.

**Community Integrated Living Arrangement (CILA)**
CILAs are the residential service for people with developmental disabilities. A CILA is a combination of supports and services individually tailored for an adult with developmental disabilities. The CILA client may live in his or her own home, in a family home, or in a community setting with no more than seven other adults with disabilities. The primary goal of CILAs is to help the individual become more independent in daily living, more involved in his or her own community and more economically self-sufficient.

**Community Integration**
A concept of having people with disabilities live, work and recreate in the same places as people without disabilities. Community integration is one part of community inclusion, in which people with disabilities interact in meaningful ways with people without disabilities, such as developing friendships, participating as coworkers, participating as members of community associations and boards, and being good neighbors.

**Community Resources**
Events, activities, people, places, services, memberships, groups, etc. available to people of a community that help enrich and add quality to life.

**Competence**
Being recognized for strengths, contributing, having opportunities to learn more.

**Competencies**
The identified skills and behaviors the Direct Support Professionals needs to demonstrate on the job at a specific level of performance in order to meet job expectations.

**Competency Based Training**
Is a comprehensive approach to training that aligns job skills and work expectations with job descriptions and performance evaluations as well as with the mission, vision and values of the employer.

**Concise**
When something is expressed in as few of words as possible, while maintaining the quality of the information.
An injury to an organ, often the brain, that is caused by a blow to or jarring of organ and results in a temporary or permanent loss of functioning.

**Confidential**
Something entrusted with private information and the confidence of another.

**Confidentiality**
The responsibility of a service provider to regard as private any information that passes between themselves and a client, unless this information poses a threat to the safety of the client or another individual or group.

**Congregate settings**
Places and settings that people live, work, or recreate where they are grouped together and have to share space and resources with others, for example, a group home, an institution, a nursing home, a supported work environment where several people share the same job, or work closely.

**Consent Form**
A written document that, when completed, provides authorization for confidential information to be released or given to another person or entity within an organization for an expressed reason.

**Conservator**
A person in a legally defined role of protector. Similar to a guardian, a conservator oversees the decisions of another person who is unable to make decisions based on an accurate assessment of risk and benefits, and therefore, could be at risk of harm or exploitation. Conservators usually have narrowly defined areas that they oversee, such as finances or major medical decisions.

**Contaminated/contamination**
The presence of a substance which is undesirable which mixes with another existing substance.

**Continuous Cycle**
An ongoing process that moves through stages but never stops.

**Controlled substances**
Drugs that are carefully monitored and tracked by the federal Drug Enforcement Agency (DEA) because of their potential for abuse or risk. Both legal and illegal drugs can fall into this category.

**Crisis Intervention**
Strategies for respectfully, effectively, and safely, interrupting dangerous or extremely
disruptive behaviors. A secondary goal in crisis intervention is to resolve the crisis in ways that assist the person to be more likely to exhibit desired behaviors in the future and less likely to engage in the challenging behavior.

**Critical thinking**
Is the ability to examine and question the validity of information. It helps you identify problems, solutions and evaluate outcomes based on the facts set forth in a logical argument.

**Culturally Competent**
A person being knowledgeable, appreciative, and sensitive to a group's beliefs, values, traditions, expressions, ethnicity, culture, and race.

**Cultural Norms**
Expectations and behaviors of the group including how to act, what to wear, rituals and routines, etc.

**Custodial Care**
A form of care that provides for basic health and safety needs but does not concern itself with personal skill or development if the service participant.

**Cuticle**
This is a small semi-circle of skin attached at the back of a nail. It can be gently pushed back to groom the nail.

**Cystic Fibrosis**
A hereditary disease which results in thick mucus affecting a person's pancreas, lungs, and digestive system.

**Daily Living Skills**
Everyday tasks such as brushing teeth, hair care, personal hygiene, communication.

**Day Training Programs**
Day training programs are programs to help adults with developmental disabilities gain social, recreational self-care and work-related skills.

**Decontamination**
To get rid of unwholesome or undesirable elements.

**Deficiency**
A lack of something that is needed.

**Dehydration**
The body is lacking fluid and essential elements called electrolytes which help to
regulate the body. Symptoms of dehydration are: thirst, infrequent urination, dry skin, fatigue, lightheadedness, and dark colored urine.

**Deinstitutionalization**
A process to reduce the number of people living in institutions by moving the people living in them to homes in the community.

**Dementia**
Emotional disturbance and confusion caused by a brain disorder. Condition of deterioration in a person’s mental ability, affecting areas such as memory, reasoning, and emotional functioning.

**Demographics**
Percentages and real numbers that are useful in describing populations and understanding trends.

**Deprivation**
Deprivation means to be without something that is either necessary or preferred. Deprivation procedures are those that use the withdrawal of something the person likes or needs, after he or she exhibits a challenging behavior, and with the desired effect of stopping or discouraging the person from engaging in the behavior. Any deprivation techniques that cause significant discomfort or harm (physical or psychological), or keep people from basic human needs such as water, food, rest, freedom of movement, and contact with others or their own personal possessions, are either prohibited or tightly monitored and controlled.

**Developmental Milestones**
Different stages of the normal process of growth.

**Diabetes**
A disease caused by the body’s abnormal insulin production. A condition when the body cannot handle glucose because of reduced insulin.

**Diarrhea**
Loose and watery bowel movements which occur more than three times in a day, can cause dehydration.

**Dignity**
Treating people with respect; the quality or state of being worthy.

**Disclosure**
The act or process of making sensitive information known to others.
Disinfect-To kill or eliminate most germs with a chemical solution.

Diversity
Diversity can be found in a group of people whose members differ in such things as age, race, or beliefs.

Down Syndrome
Down syndrome occurs when a baby has one extra chromosome, 47 instead of 46, in each of his or her millions of cells. In Down syndrome it is the number-21 chromosome that does not separate properly. This is referred to as Trisomy 21. It is one of the most common birth defects, occurring in all races, ethnic groups, socio-economic classes and nationalities. This extra chromosome will affect his or her life. The person may have some unique medical problems will usually have some degree of Intellectual Disabilities.

Droplet- Droplet/Contact Precautions are used for some diseases. Wear a standard isolation mask, gown and gloves for patient care. Dedicated equipment should also be used if possible.

Dyslexia
A specific learning disability that affects a person’s ability to read.

Ear Canal
The tube connecting the outside of the ear to the inside of the head.

Eating Disorders
Bulimia or anorexia - self manipulated to vomit and/or regurgitate food intake to avoid weight gain. Both are potentially life threatening.

Effective Communication
The transfer of comprehensive and accurate information from one person to another that results in the best outcomes for the person receiving supports. When someone who is not able to be unsupervised leaves the area without supervision and without the knowledge of the person supervising. This may or may not be deliberate.

Elusive
Difficult to define, describe, capture, or understand.

Emergency Response Team
The police, fire department, paramedics, hospital emergency room members, etc. that are trained to respond to an accident, injury, or emergency situation.

Empowerment
The act or art of investing someone with power or the authority to act on one’s own behalf or in someone’s absence.

**Epidemic**
A disease breakout which affects many people all at one time.

**Epilepsy**
A neurological disorder which affects about 1% of the population in which people experience seizures. Seizures are a very sudden attack on the nerve cells in the brain caused by electrical dysfunction or disturbances resulting in unconsciousness or violent movement (a neurological disorder).

**Escalate/Escalation**
When something gets more intense or frequent.

**Ethics or Values**
The principles that an individual or group consider most important, and that influence individual or group behavior.

**Ethnic**
Of or relating to a sizable group of people sharing a common and distinctive racial, national, religious, linguistic, or cultural heritage.

**Evaluation**
A systematic process used to identify a person’s strengths, diagnosis, needs, challenges that can include personal, medical, physical, social, emotional, behavior, familial and educational information.

**Evidence**
Information or items that help make clear what has happened.

**Exploitation**
Using the resources or possessions of a child or vulnerable adult for the personal benefit, profit or gain of persons other than the vulnerable adult or child. To take advantage of a person that you have power over in a selfish or unethical manner.

**Fading**
Reducing the frequency or changing the timing of prompts while teaching, so that eventually the person does not need the prompts.

**Falsification**
When something is changed in order to deceive someone else.
Family support
Describes service programs for families who provide support at home for children, and sometimes adults, with developmental disabilities. The programs make use of natural supports, and sometimes cash assistance to make it possible for families to keep their family member at home and assure that the person with disabilities receives needed serves at a significant cost savings over out-of-home options.

Fetal Alcohol Syndrome (FAS)
A disorder that is caused when a woman drinks when she is pregnant. It affects the central nervous system and causes birth defects such as Intellectual Disabilities, poor motor skills, poor eye-hand coordination, behavioral and learning problems.

Focus groups involve bringing a specific group of people together for the specific purpose of informing others about important issues. Focus groups are usually structured around a set of issues or questions about which information is needed. A facilitator is used to guide the discussion.

Frequency
The number of times something happens. A characteristic of a positive social relationship would include reasonably high frequency: seeing or interacting with each other often enough to establish a real relationship.

Functional skills
The skills a person needs to do the ordinary tasks of day to day life. Functional skills may be an ability to read, open a door without assistance, or cook a meal.

Fungal
Related to fungus, which is a type of infection that is spread by direct contact with fungal spores on a surface such as public shower floor. An example of a fungal infection is athlete’s foot.

Enlarged Print – Text increased in size to improve visibility. Large printed text is commonly used by individuals with low or limited vision.

Eye Controlled Pointer Device – a device to control a computer that tracks or follows the user’s eye movements and produces corresponding cursor movements on the computer screen.

Fungal
Related to fungus, which is a type of infection that is spread by direct contact with fungal spores on a surface such as public shower floor. An example of a fungal infection is athlete’s foot.
Gender
A word used to identify the sex of a person, being male or female.

Generic
Not specific to people with disabilities. Resources available to all people regardless of ability such as parks, swimming classes at the local YMCA, or professionals like doctors/dentists.

Genetic(s)
Characteristics, attributes, or health conditions that are a result of a persons’ genes. Genes are passed from parents to children as part of the biological process. The study of how a person’s characteristics and its consequences for health are passed on from parents to children.

Genetic Counseling
The affecting of information and discussion about specific areas (such as the probability of a couple having a child or the possibility of developing a certain disease) that result from genetic and hereditary conditions.

Genetics
The study of how a person's characteristics and its consequences for health are passed on from parents to children.

Genitals
A person’s external sexual organs and the area of the body where the sexual organs are.

Germs
Bacteria or microorganisms that are alive and need warmth, moisture, darkness and oxygen to grow and live. Some germs are helpful to digestion of food and the elimination of bodily waste. Other germs are harmful and cause illness or infection.

Gestures
Informal body movements that have meaning. An example is waving good-bye. These are usually culturally shared. Usually both men and women use the same or similar gestures.

Gingivitis
Gingivitis is an early form of gum disease. It is usually not painful. Symptoms include red, swollen or soft gums that bleed easily. If left without treatment and care, more serious gum disease (periodontitis) can occur.

Glaucoma
A disease of the eye in which pressure builds within the eye and causes damage.

Glucose
Sugar

Graduated guidance
A the fading of physical prompts by gradually decreasing the amount of pressure during the procedure or the length of time the person is touched.

Graduated Risk Opportunities
The opportunity to experience small amounts of risk in order to develop the skill and knowledge necessary to make better judgments about larger risks. For instance, many young adults go on group dates and supervised dates before they go on individual dates as a way to provide graduated risk taking.

Group Home
A home, usually in a community setting, which has 2 or more people with disabilities living in it and receiving services. These homes can range in size from 2 people to 15 people and can be publicly or privately owned and operated.

Health Care Providers
Physicians, dentists, nurses, nurse practitioners, physician assistants, dental hygienists, physical/occupational/speech language therapists, behavioral health specialists, and all other health care specialists. A person who is trained and licensed to give health care. See also health professional.

Health Condition
A set of symptoms about a specific area of health that, if left untreated, can lead to a person becoming ill.

Health Information:
According to HIPAA, this is general information about a person's diagnosis, treatment plan, services received, and how services are paid for. This information can be exchanged orally, electronically, and in writing.

Head pointers, Mouth sticks, & Hand sticks - alternative input devices such as head pointers (typically attached to the forehead with a band or hat), mouth sticks (held in the mouth) and hand sticks (held in a gross grasp or attached to the hand with a splint) that are used to depress keys, switches, computer access devices and environmental control units.

Hearing Aids – An instrument used to amplify sounds for individuals with hearing impairment.

Heat Stroke
A severe and dangerous condition cause by prolonged exposure to heat.

**Hepatitis**
Hepatitis is disease of inflammation of the liver commonly caused by a virus. There are several types of hepatitis, the three most common in American are: Hepatitis A (HAV), Hepatitis B (HBV), and Hepatitis C (HCV). The severity of the disease increases from Hepatitis A, which does not cause liver damage and almost always goes away after several weeks, to Hepatitis B which often becomes chronic (keeps coming back) to Hepatitis C which can result in permanent damage to the liver and possibly liver cancer. 

**Hepatitis B virus (HBV)** A blood borne pathogen that can cause serious illness and death. Some people who become infected will be lifelong carriers of the disease and have the potential to infect others even when the carrier no longer has symptoms.

**Herbal**
A preparation made of natural substances that are found in herbs and plants. These preparations are thought to cure or prevent poor health by those that use them.

**High Blood Pressure**
A health condition, also known as hypertension, caused when the pressure of blood flow against the artery is too strong.

**HIPAA**
The Health Insurance Portability and Accountability Act (HIPAA) requires that you maintain the privacy of each person’s personal health information. It is a federal law that must be followed. It does this by defines boundaries to how people can share personal health information verbally writing, and electronically. If this law is not followed, civil and criminal punishments can be incurred. These punishments can include up to 10 years in prison and/or up to $250,000 fine.

**Holistic Approach**
Handling or dealing with a person as a whole, rather than focusing on only specific parts of the individual such as diagnosis, history, or needs.

**Home and Community Based Waiver Services**
A variety of services which are funded through the federal Medicaid Home and Community Based Waiver program. It helps fund DD services provided in a number of settings including small agency run group homes, family homes, and a person’s own home or apartment. How these funds are used and their availability are defined by each state’s agreement with the Federal program.

**Hormones**
A product of living cells that circulates in body fluid and that yields specific actions in
plans should contain a well-thought-out hypothesis statement.

**Icebreakers**
Simple, fun activities that are done at the beginning of a meeting to help the participants to feel comfortable and at ease.

**ICF/MR**
Intermediate Care Facility for People with Intellectual Disabilities

**Incontinence**
Physically unable to control your bladder and/or bowel movements.

**IEP/IPP/IHP/ISP**
Individual Educational/Program/Habilitation/Service Plan. Individualized plans. A set of assessments, goals, strategies, and actions developed for a specific person receiving services. Traditionally the plan has been developed by a team of people involved in the person's life such as paid professionals, direct support professional, family members, and the individual receiving services. Goals focus on developing skills and achieving outcomes desired by the individual. In most states there are specific rules and regulations that require the plans and their specific content.

**Immunization**
Methods of creating immunity to diseases through the introduction of substances that cause an immunity to develop in the body without making the person ill.

**Impairment**
A disturbance affecting the normal performance of major body organs or parts. For example, a visual impairment is a disturbance of the normal performance of the eyes.

**Impetigo**
A bacterial infection of the skin, most commonly found in skin that has been injured or has compromised health.

**In-home services**
Services provided in a person's home.

**Incest**
Sexual contact between persons who are closely related by blood or adoption and when this contact is illegal or forbidden by custom or law.

**Incidents**
Actions or events that are uncommon and may be important to document due to harm
or the possibility that harm could come from the action, such as a person leaving a supervised area without telling anyone, a person having an unexpected seizure, or a person acting very upset when he or she is usually calm.

**Inclusion**
A concept that reflects the practice of sharing in community life involving at least these four aspects (1) physical presence where the individual actually lives in a typical community setting (house, apartment etc.) vs. an isolated setting such as an institution or a nursing home, (2) cultural integration where the individual exhibits locally valued lifestyles and roles (e.g., farm hand in a rural community; condominium or home owner; church or association member), (3) connections to others who are not paid as supporters. These connections include a variety of reciprocal relationships like friend, coworker, neighbor, spouse, etc.) and (4) self-determination

**Incompetency**
The inability of a person to make or carry out important decisions regarding his or her affairs.

**Incontinent**
Physically unable to control your bladder and/or bowel movements. Independent Living Movement, whether through ILCs or as individuals, share a belief that people with disabilities must control their own lives and become a proud and organized force for removing the physical and social barriers to full inclusion of people with disabilities.

**Individual Risk Management Plan**
Plans that are developed by a the person and his or her support team to help DSPs know what special risks the person may experience due to his or her specific needs and how to support the person in reducing risk.

**Infection**-Germs in the body that may cause illness or injury if not treated.

**Infection Control**
Efforts made to prevent and stop the spread of viruses and infections that can be transmitted from one person to another.

**Infectious Agent**
A virus, bacterium, germ, fungus, or other infectious entity.

**Infectious Disease**
A disease that is caused by an organism or agent that invades and lives off of a vulnerable living host and that can be passed from one host to another.

**Infectious Disease Cycle**
The cycle of how infection is passed form one host to the next.
Influenza or Flu
The flu is a disease caused by the influenza virus. It is different than a common cold since it is caused by a specific virus. The flu can effect you suddenly and easily transmitted to other people through germs spread through coughing, sneezing, or after a person with the flu has touched a surface with germs on their hands and then another person comes in contact with that same surface.

Informed choice/consent
A choice that is based on knowledge and understanding of the possible consequences of making that choice without any coercion.

Inhalant
This is a medication that needs to be inhaled into the lungs.

Injuries of Unknown Origin
Any injury that was not directly observed to happen and when the cause of the injury cannot be accurately reported by the person.

Insomnia
The inability of sleeping.

Institution
Large public or private residential program in which 16 or more people with Intellectual Disabilities and other developmental disabilities live. Institutions are most often part of state-run hospitals and usually comply with the Intermediate Care Facility (ICF/MR) standards set by the federal government.

Insulin
A hormone produced by the body to help digest and use glucose and other carbohydrates. Often taken by people who have diabetes.

Integrated/Integration:
A setting where people of all abilities and backgrounds work, live, or play together. Although the concepts behind integration assumed that by being in the same place at the same time people would naturally begin to associate with each other, integration of environments does not always naturally lead to acceptance of each other. Also see community integration and community inclusion.

Integrity
A person's ability to follow a strict set of moral and ethical rules.
Intellectual Disability
Intellectual disability or Intellectual Disabilities is identified by three characteristics. The first is major difficulty in intellectual activities such as thinking, remembering and learning new things. The second characteristic is major difficulty when compared with people of one's own age in the skills of daily community living, such as communicating with other people, taking care of one's self or one's home, or performing other types of expected activities. The third characteristic is that these difficulties were first noticed while the person was still in the developmental period.

Intelligence quotient or I.Q.
Intelligence quotient. The numerical measure of a person's intelligence as measured by standardized tests and administered by a trained professional, often used in definitions of Intellectual Disabilities.

Intensity
The strength or force of something.

Intentional Act of Aggression
An act where someone means to hurt or frighten another individual.

Interdependence
A relationship in which two or more people mutually benefit from a connection with each other and have mutual regard for and respect and trust in each other.

Interdisciplinary/Support Teams
These teams assist in the development, implementation, and ongoing review of program and support plans for human service recipients. Team members have various roles within the employing entity and in the consumer's life.

Interest/Desire:
Wanting something. A characteristic of a positive social relationship (i.e., wanting to be friends, wanting to spend time together).

Interference
To get in the way of, or impede.

Intermediate Care Facilities for Persons with Intellectual Disabilities (ICF/MR)
A federal funding source for funding services to people with developmental disabilities, which was the first federal program targeted to monitor residential services to people with Intellectual Disabilities. ICFs/MR are congregate care settings that range in size from 4 people living in a community home to several hundred living together (including units in state institutions). These programs require 24 hour supervision of the people.
who live in them and are guided by federal regulations.

**Intermittent Support**
Intermittent support usually refers to persons who only receive support when needed and usually just at special times in other lives.
**Intimidating**
To make another person feel fearful or timid.

**Invading Agent**
A virus, bacterium, fungus, or other infectious agent that makes its way into a living host.

**Intervention**
Your response to a situation.

**Intervention Plan**
A comprehensive written document that outlines the action steps you will take to reduce turnover and improve the retention of high quality direct support professionals including the identification of the people responsible for these steps and defined timelines for completion of each step.

**Isolation**
Being kept away from people and other things. Isolation can be a specific term that is used for what is known as "time-out" practices where people were taken away from everyone and everything and left alone in a stark, barren room for a period of time. This use of "isolation" is typically not allowed anymore.

**Late Entry**
An item that is documented much after an event or situation occurred; a way to identify documentation that occurred in an untimely manner.

**Least Restrictive Environment**
A clause in Individual's with Disabilities Education Act which mandates that children receive education in the least restrictive settings possible.

**Legal representative**
Someone who is appointed by law to provide consent for another, or someone hired to represent the person in court. Also see guardian, conservator, power of attorney, and surrogate decision maker.

**Legislation**
The exercise of making laws that can be enforced because they were promulgated or enacted by an official body of power within a country, state, or other entity (e.g., city council, state legislature, Congress).
Leukoplakia
Leukoplakia is a whitish patch that can form on the inside of the mouth, gums and on the tongue. There are a number of reasons that Leukoplakia can occur. If symptoms of leukoplakia occur the person should seek medical attention, as it can potentially progress to cancer.

Lifestyle
The way in which one chooses to live one's life, including where and when one works, lives, and plays.

Literacy
The ability to read.

Maltreatment
An act, behavior or failure to act of a family member or professional care provider that causes harm or is considered inhumane treatment of a vulnerable child or adult. Often this is referred to as abuse, neglect, verbal abuse, exploitation, careaker misconduct, sexual abuse, and sexual exploitation.

Mandate
Something that is mandatory or required by law.

Mandated Reporting
Reporting any act that is suspected to be potential abuse, neglect, or exploitation of a person who is vulnerable (a child or adult with special needs) that is required by law because of the professional role of the reporter. In many states direct support professionals are mandated reporters.

MAPS
Used to be an acronym but now is simply known as MAPS. It is a person-centered planning method developed for people at risk for social isolation. It was developed by John O'Brien, Marsha Forest, Jack Pearpoint, Judith Snow, and David Hasbury.

Masturbation
Touching and stimulating of the genitals for sexual pleasure.

Mechanical Restraint
Any form of restraint such as tying someone's arms to a bed or chair, use of straight jackets, helmets, bed rails, etc. Mechanical restraints used for the purpose of controlling behaviors are typically discouraged and should never be used in the absence of a carefully developed and reviewed behavior support plan, only when the challenging behaviors are extremely serious and all alternatives have been tried and failed, and only by people who are trained in the proper and safe use of such restraints. The use of mechanical restraints should be frequently reviewed and the person should be
supported in other ways to reduce the need for restraint. The use of mechanical supports (splints, helmets, straps, etc.) for the purpose of increasing a person's freedom, independence, and health in a way where the person has free choice to use the mechanical support, would usually not be considered restraint.

**Medically Fragile**
A person who has health conditions that make him or her more susceptible to illness and serious medical complications and therefore, typical activities or actions may be more of a risk to the person than they would be to someone without these medical issues.

**Medicare and Medicaid**
Federally subsidized health care plans. Medicaid programs provide medical assistance to the poor and unemployed who meet the eligibility requirement and vary greatly from state to state, while benefits for Medicare patients are mandated by the federal government.

**Menopause**
The time in a woman's life when menstruation ceases and fertility is ending.

**Menses**
A woman's menstruation, commonly called her "period."

**Menstrual**
Relating to the care of blood that is passed as part of a woman's reproductive cycle (menstruation).

**Mental or Intellectual Well-Being**
A state of feeling productive, adapting to change and coping with things that go wrong. It is being able to think, use your memory and creativity. It is about sharing ideas, dealing with others and learning.

**Metabolic**
Chemical and biological processes that are always taking place in the body and are necessary for life.

**Metabolism**
Processes in the body that are necessary for maintaining life, such as digestion.

**Mentoring**
Occurs when an experienced direct support professional (DSP), regardless of age or current job function, helps someone with less direct support knowledge and skill to reflect on current practices, culture and values, and to expand, refine and build new skills.
Misrepresented
Writing something that does not accurately portray what has happened.

Mobility
The capacity to move.

Modeling
Demonstrating how to do something. Modeling is often combined with verbal or written instructions to ensure important steps are understood.

Molestation
Any act of sexual harassment or touching that is unwanted or is forbidden because of the nature of the relationship or characteristics of the individuals involved (e.g., sexual contact between a child and an adult even if the child is willing).

MRSA - MRSA infection is caused by Staphylococcus aureus bacteria — often called "staph." MRSA stands for methicillin-resistant Staphylococcus aureus. It's a strain of staph that's resistant to the broad-spectrum antibiotics commonly used to treat it. MRSA can be fatal. Courtesy of Mayo Clinic.

Mouth Care - The care of teeth and gums through brushing, flossing and routine dental checkups.

Natural Supports
Supports provided by family and friends; not paid care givers.

Needs Assessment
Structured review of a situation in which the gap between what is available and what is necessary to accomplish something is identified.

Negative Reinforcement
Taking something out the environment that makes it more likely that a behavior will occur, such as turning off the radio when someone asks.

Neglect
The failure to provide goods or care that is needed for a person's physical and/or mental health to the extent that his or her well-being is impaired or threatened.

Neurologist
A doctor who specializes in brain and nervous system disorders.

Non-verbal Communication
Any way of communicating from one individual to the other that does not include speech. Examples: hand gestures, facial expressions.
Normalization
A social commitment; a process to assist people with disabilities to experience patterns of life and conditions of everyday living that are as close as possible to the regular circumstances and ways of life of society.

Nourishment
Any substance that is necessary to support the life and growth of an individual, including food and water.

Nurse practitioners or nurse midwives
Nurses with specialized degrees that allow them to practice more advanced medicine than a traditional RN, including prescribing some medications.

Nutritional Supplement
Vitamins, minerals, and other substances, like protein or fiber taken to supplement the daily diet.

Obesity
Excessively overweight by 20% or more of a person's recommended body weight.

Observation
What a person sees when they watch something occurs. A way to watch what is going on in the environment.

Occupational therapists
Therapists who are knowledgeable about finding ways for people with disabilities to perform basic activities of daily living.

Omission
The act of not taking appropriate actions, or failing to say or record something important. If the failure to act or document causes harm to the person's health, safety, or well-being, it is considered a type of neglect.

Oncologists
A doctor who specializes in cancer treatments.

Open-ended questions
Questions that cannot be answered with a simple "yes" or "no" response. They require the person to explain, discuss or give more detail in order to answer the question.

Ophthalmologist
A physician who specializes in the diagnostic and treatment of all conditions relation to the eyes.
Optometrist
A professional who specializes in eye care and vision.

Outcome
The actual achievement of something (as opposed to the process of trying to achieve it). Outcome-based support services takes the emphasis off the particular method or process of trying to achieve goals, and measures success in the achievement of actual benefits to the person.

Oral Medication
Medication taken through the mouth that is generally a liquid or pill and that is meant to be absorbed in the digestive system.

Osteoarthritis
A type of arthritis that involves a breakdown of joint cartilage, the part of the joint that cushions the ends of bones. When cartilage wears away, bones rub together causing pain and loss of movement.

Osteoporosis
A condition with fragile and weak bones.

Pairing
In behavioral support, this is the process of combining primary reinforcers with events or objects that could be secondary reinforcers, for the purpose of establishing the event or object as a reinforcer. For example, combining a sip of juice (assuming the person is reinforced by the juice) with a gentle touch on the hand, in the hopes that the gentle touch will eventually become an effective reinforcer for the person.

Pager
An electronic device that sends/receives an electronic signal or vibrating alert.

Pap Smear
A test of the woman’s cervix to check for cancer.

Participation
Engaging with others, having a wide variety of relationships being known and knowing others, being part of the event—not just an observer.

Partnership
People working together cooperatively to achieve a common goal for the individual being supported. Partners honors the strengths, cultures, traditions and expertise that each party bring to the relationship.
**Paternalism**
A policy or practice of treating people in a fatherly manner as if they were children, that is, providing for their needs without giving them rights or responsibilities.

**Pathogen**
Anything that can cause a disease (especially micro-organisms such as bacteria, virus or fungus.

**PECS - Picture Exchange Communication System.** PECS is a structured system for training individuals with autism or other severe disabilities to initiate communication by exchanging symbols for objects or activities.

**Peer Support Group**
People of approximately equal social status who have reciprocal relationships; friends, colleagues or others who have common bonds.

**Penis**
The male organ of copulation.

**People-first language**
Respectful forms of referring to people that avoid labeling or describing the person in terms of a diagnosis or other attributes or characteristics. In all forms of communication, including spoken and written communications the person precedes his/her diagnosis.

**Perception**
How a person understands something or interprets something.

**Performance coaching**
A training strategy involves one or more of the following styles: counseling, mentoring, confronting and coaching employees to improve work behaviors. It can be used to teach new skills, reinforce current skills and to expand career opportunities.

**Performance indicators**
Specific occurrences, including service results, to be measured to determine the success of service quality.

**Periodontal Disease**
Disease of the soft tissue surrounding the teeth and jaw bone.

**Periodontitis**
A serious gum disease caused by poor oral hygiene. The symptoms include inflamed, bleeding gums, loose teeth, and mouth pain. Professional dental treatment should be sought if any of these symptoms occur.
Person-Centered
An approach to supports and services that looks at a person's unique strengths, needs and personal goals as a basis for determining how to identify services and supports.

Person-Centered Approaches
An approach to supports and services that looks at a person's unique strengths, needs and personal goals as a basis for determining how to identify services and supports.

Person-centered planning
A planning process which looks at the person's strengths, hopes, dreams, needs and desires. This planning process results in an action plan that is developed to help the person achieve his or her goals.

Personal Goals
A person's desires, wishes, or goals for him or her self, which may include relationships, activities, vocations, and other opportunities or experiences.

Pervasive Support
Pervasive support according to the disability classification system of the AAMR refers to persons who receive highly intense, constant direct support in all their life activities.

Personal Protective Equipment (PPE)- Specialized clothing or equipment worn by employees for protection against health and safety hazards. It is designed to protect many parts of the body, i.e., eyes, head, face, feet, and ears. OSHA

Physical Abuse
Any act of violence, force, or rough treatment done knowingly, recklessly or intentionally whether or not actual physical injury results.

Physical Injury
Injury to someone's physical body such as: broken bones, scratches, cuts, bruises, etc.

Physical Restraint
Any time the staff restricts a person’s movement, either mechanically or with their own body, through holds, “escorts,” and the like. Physically assisting someone (to learn a new skill) or minor, temporary physical interventions, such as blocking people from touching something dangerous and then explaining the danger to them is not considered a physical restraint. (Although frequent and repetitive use of even minor and temporary procedures may be considered restraint due to the restraining effect on the person’s life.)

Physical therapist
A health care practitioner who is knowledgeable in methods of speeding up recovery or enhancing strength and flexibility after an injury.
**Precautions**
Taking action IN ADVANCE to stop a possible danger.

**Prejudice**
A negative judgment or opinion regarding the value of a person, thing, or experience, formed beforehand without knowledge or facts, or formed as a result of insufficient experiences.

**Preventative**
Trying to stop something before it happens.

**Primary reinforcers**
Biological reinforcers that do not require learning in order to be effective. Examples include: food, drink, relief from pain, sleep, etc. For people who have not learned to be motivated by social events (such as a smile or praise in response to a behavior) it may be necessary to use primary reinforcers. However, it is desirable to find or develop secondary reinforcers because primary reinforcers are things that people should have access to without needing to "earn" them and because of their use may not be practical or may add to stigma.

**Primary Relationships**
The most important relationships a person has.

**Principles of Care** - A set of guidelines for working with people that includes safety, privacy, dignity, communication, infection control and independence.

**Privacy** - Assuring that a person's personal care needs remain confidential. The right to be left alone, the condition where confidential information about an individual is not made known to others.

**Procedures**
Standard ways in which a situation is handled.

**Profession**
Work that requires special training to acquire the skills, knowledge and ethical principles of the occupation.

**Professional**
A person who has specialized training and experiences in a certain field. They have possess qualities such as effectiveness, knowledge, organization, competence, and ethical understanding and practice.
Prompting
Verbal, visual, or physical reminders and supports to help the person understand or remember how to perform a skill, over and above a discriminative stimulus (which is a naturally occurring prompt in the situation).

Prostate
A gland that is located at the end of the man's urethra.

Protected Health Information (PHI)
PHI includes Social Security number, all diagnoses, treatment history, services provided and service eligibility.

Protective Barriers
Items used as a precaution/barrier against exposure to potentially infectious agents by creating a barrier between the infectious agent and others; includes latex or rubber gloves, aprons, goggles or masks. Usually these items should be thrown away after use.

Psychological Abuse
Acts, which may inflict emotional harm, invoke fear and/or humiliate, intimidate, degrade or demean a person.

Psychotropic Drugs
Drugs that affect the psychic functions, behavior or experience of a person. Use of psychotropics is sometimes the equivalent of physical restraint and procedures should ensure it is used properly and only when other positive methods are not effective; when behaviors are extreme, dangerous, or are a barrier to quality of life; and only in conjunction with a properly developed and approved behavior support plan.

Puberty
The time in the life a person when due to hormonal changes, a child's body matures and becomes capable of sexual reproduction.

Punishment
The relationship between a behavior and a consequence, in which the presentation of the consequence decreases the likelihood that a behavior will occur again in the future. Punishment can be positive (something is added to the environment) or negative (something is taken out of the environment).

Qualified Support Professional (QSP)
A position defined by the federal ICF/MR regulations that requires a four year degree in a human services field and a minimum of 2 years experience working with people who have Intellectual Disabilities or related conditions. The ICF/MR regulations require that a QSP review and approve any programs developed for people receiving services.
Quality of Life
A person’s overall life experience. People are thought to have a high quality of life if in addition to having their basic needs, such as food, shelter, and safety met, they also have opportunities for personal growth, choice, new experiences, and enjoyment of fulfilling personal relationships. A poor quality of life is one in which basic needs are not met, or people are isolated, lonely, bored, or frustrated on a regular basis.

Rape
The crime of forcing a person to submit to unwanted sexual relations, or of engaging in sexual activity with someone who can not resist such as a young child, or an adult who has serious physical or cognitive disabilities.

Reciprocal or Reciprocity:
A relationship in which both people in a relationship give something beneficial to the other person, and getting something beneficial back from the other person.

Reinforcement
The relationship between a behavior and a consequence, in which the presentation of the consequence increases the likelihood that a behavior will occur again in the future. Reinforcement can be positive (something is added to the environment) or negative (something is removed from the environment).

Reinforcer
Any event, action, activity or object that when consistently used as a consequence for a behavior, increases the likelihood of that behavior occurring in the future.

Related Injuries
Injuries that are related to something else.

Relationship
Kinship/connections created and maintained through good communication, acceptance of differences, good listening skills, kindness, common courtesies, and flexibility.

Replacement Behaviors
Specific appropriate behaviors that have the same function as challenging behaviors. These behaviors are meant to replace the challenging behavior by teaching an appropriate alternative for communicating and having a need met.

Reporting
Telling or notifying the appropriate people (supervisor, person's family members, DCFS, OIG, etc) about an incident or accident. You may be required to report both verbally and on a written report and will usually have to do so as soon as possible after the incident.
Representative or Protective Payee
A person who is appointed to manage Social Security, Veterans' Administration or other state or federal benefits or entitlement program payments on the person's behalf.

Respite Care
Service that pays for outside help to take care of a family member with a developmental disability who lives in the family home. This allows the parent or family member to take a break from care giving and go shopping, out with friends, etc.

Restraint
Any method for restricting a person's movement or behavior. For more information see medical restraints, mechanical restraints, and physical restraints.

Rights Violation
An action that denies or prevents the person from making their own choices or access to their belongings or otherwise infringes upon their human rights.

Risk
Unknown or understood parts of a situation that may be harmful. The possibility or likelihood that loss or damage will occur.

Risk Management
Making choices that make necessary risk less likely to be harmful. For example, wearing a helmet while riding a motorcycle.

Role Model
Someone that a person can look to for guidance and advice and that they use as a model to guide their own actions. DSPs are often role models for the people they support.

Safety Check
Precautionary steps of inspecting, examining or reviewing procedures, protocols, rules, tasks, or environments to prevent accidents or injuries from happening.

Schizophrenia
Psychotic disorder characterized by extreme distortion of reality, disturbances of language and communication, withdrawal from social interaction, thought disorder, delusions, and hallucinations. There is no cure but the symptoms are treatable.

Screenings
A way of testing or measuring something to look for early signs of health problems.

Scrotum
The area at the base of the penis that contains the testes. This may more commonly be called the "balls."

**Secondary reinforcers**
Reinforcers that a person finds valuable. They can include special events, interactions, privileges, recognition, items, etc., These could be such things as going to a movie, park, concert, someone saying "you did a great job", tokens, awards, etc..

**Sedentary**
Lacking exercise or activity.

**Segregated**
An environment where only people with a certain characteristic work, live, or play.

**Seizures**
A sudden, violent involuntary series of contractions of a group of muscles caused by an attack on the nerve cells in the brain. Symptoms include uncontrollable twitching, blackouts, snorting, foaming at the mouth, and/or blinking.

**Self Abuse**
Behavior that is injurious to one's self: physical, mentally, emotionally, psychologically, spiritually, financially, etc.

**Self-Administer**
A person who has the ability to take their own medications, nutritional supplements, etc. in a safe and effective manner after training.

**Self-Advocate**
A person with a developmental disability who is speaking out for his or her own rights or for the rights of all people with developmental disabilities.

**Self Care Skills**
The basic ways that people take care of themselves and their hygiene.

**Self-Determination**
Living one's life based on one's own choices and preferences, and without undue influences or interference from others.

**Self-Direction**
The ability of people to lead themselves in carrying out age-appropriate activities. A limitation is self-direction means that a person needs unusually great amounts of assistance, supervision and reminders in order perform the activities that are typically performed by someone of the person's age or cannot perform those activities at all.

**Self-Esteem**
Pride and satisfaction in oneself.

**Self-Injurious Behaviors**
(SIB) behaviors that are harmful to oneself, including deliberate self-injury, such as hitting oneself, or repeatedly rubbing an area of skin until it bleeds, etc.

**Self-respect**
Having healthy well rounded self-esteem and confidence in ones abilities.

**Self-Stimulation or Stereotypic Behaviors**
Repetitive, sometimes odd-looking behaviors that people engage in such as rapid flapping of hands, sniffing objects inappropriately, pacing, spinning, or rocking.

**Sensory Impairments**
Sensory impairments exist when people have substantially below average abilities to see, hear, taste and feel.

**Sexual Abuse**
Any sexual activity that takes place when a person is under the age of consent, physically or mentally unable to defend his or herself, or unable to understand and give informed consent regarding sexual activities.

**Sexually Transmitted Disease**
A disease that is given from one person to another person through contact with sexual organs or sexual fluids.

**Shaping**
Prompting and rewarding behaviors that are more like the desired behavior at each step, with the desired outcome being to teach a new behavior.

**Sharps**
Any item having corners, edges, or projections capable of cutting or piercing the skin.

**Sheltered work**
A work setting in which only people with Intellectual Disabilities and other disabilities work. Also see: sheltered workshop.

**Sheltered Workshop**
A place where paid work and work-like activities and recreational activities are available to people with developmental disabilities. Work available at a sheltered workshop often pays below a competitive wage and does not provide opportunities for people to meet and get to know members of the community without disabilities as coworkers and employers.

**Sickle Cell Anemia**
A chronic and often fatal disease where malformed red blood cells result in pain, fever, yellow skin color and open leg sores affecting people of central African heritage.

**Side Effects**
1. the adverse conditions sometimes caused by a drug working within the body system(s). (for example, fever, itching, bowel changes, confusion, etc.)
2. undesirable effects of taking a medication that are different than the intended positive effects for which the medication was given. Common side effects include dizziness, headache and upset stomach.

**Sign language**
A formal language and system of communication in which signs made with hands and facial expressions convey meaning. American Sign Language is the most common form of sign language used in the United States. Sign language is its own language and not a direct translation of spoken English.

**Signs and Symptoms**
Signs are what you can see; Symptoms are what the person tell us. "My stomach hurts" is a symptom. Flinching when the doctor presses on your stomach is a sign. This is important to know, because some individuals with DD might not be able to describe their symptoms.

**Social Isolation:**
When an individual is kept from interacting with others (peers, family, etc.) because of his/her individual differences.

**Social Networks**
All the people who know a person.

**Social Services**
Government or private services available to people in need of extra support in order to function and thrive. This may include mental health services, residential services, day activity services, vocational placement, rehabilitation services, etc.

**Socialization**
People engages in activities that promote companionship with others.

**Speech Language Pathologist or Therapist**
A professional who specializes in the study of communication disorders such as speech, language and voice for the purposes of diagnosis and treatment.

**Special Education**
Special education refers to tailoring school curriculum and instruction methods to meet specific needs of students with disabilities.

**Sputum**
The substance that a human coughs up after coughing or choking.

**Staff competence**
Staff competence is a measure of whether the staff member can perform the tasks required of them on the job.

**Stakeholders**
People who are invested in something (for example, because it has a direct impact on their life, because they paid for it, or because they responsible for making it happen) and who can affect it.

**Standard (Universal) Precautions**
Standard Precautions (previously known as Universal Precautions by the CDC), are an approach to infection control. These precautions apply to all blood, body fluids, secretions and excretions (urine & feces), whether or not they contain visible blood. They also apply to mucous membranes and where there is a cut or abrasion. Standard Precautions protect both the individual being assisted and the DSP. Standard Precautions include the use of disposable gloves and hand washing.

**Staph Infections**
Short for staphylococcus) is a common bacteria often found living on human skin which are usually harmless until they enter the body through a cut or break in the skin and causes a pus-producing infection.

**Stereotyping**
Judging a group of people based on how some in the group look, dress, talk, or act. Stereotyping limits or even blocks a person’s ability to understand & appreciate others.

**Sterilization**
Medical procedure that prevents a person from being able to reproduce.

**Stigma:**
The negative a person is viewed because their disability.

**Stimuli**
Something that causes a response.

**Strengths**
Skills, abilities, knowledge, or other attributes that improve the ability of a person to lead a satisfactory lifestyle.
**Strobe Lights**  – An electronically regulated light that can emit extremely rapid, brief, and brilliant flashes of light. They can be used on phones and/or doorbells. These may bring about seizures in some people.

**Sublingual Medication**
This is a medication that enters the system through membranes in the mouth and need to be dissolved under the tongue.

**Supplemental Security Disability Income (SSDI)**
A type of monthly cash payment provided by the federal Social Security Administration for which people with disabilities may be eligible.

**Support**
Assistance, encouragement, emotional help, guidance. Assistance from others that a person needs in order to maintain best health, stay connected to others, maintain employment, or otherwise participate in the activities of life. Supports can be formal or informal and paid or unpaid. Paid supports are sometimes called "Services."

**Support Team**
The group of people who help the individual organize and maintain his or her supports, both paid and unpaid. Core members can include the person, involved family members, friends, advocates, and DSPs. Other members, such as specialized professionals, may be part of the support team for a limited time as an advisor.

**Supported employment**
Services to help people with disabilities to find and keep a paid job in a regular community business (not sheltered workshop employment). Staff work with the person to determine job preferences, find appropriate employment, work with the employer to assure that the person can perform the job. Staff also provide support to the person on the job; monitor quality and provide supports as needed.

**Supported living**
A residential service model that tailor services to meet individual needs.

**Synovial Fluid**
The fluid surrounding the human joints, where separate bones connect.

**Tardive Dyskinesia (TD)**
Abnormal involuntary movements caused by long-term use of anti psychotic agents.

**Tartar**
A hard yellowish substance that develops on the gumline and edges of teeth when plaque is allowed to build up on teeth. It creates pockets where bacteria and food can collect. This can increase dental health problems. Daily brushing and flossing will reduce
or prevent tartar build-up.

**Task analysis**
Breaking down a complex skill, behavior, or activity into individual steps.

**Tay-Sachs**
A hereditary disease in which an enzyme is lacking in a person's body which causes Intellectual Disabilities, seizures, blindness and death at a young age.

**Telecommunications Device for the Deaf (TDD)** – A telephone system that allows deaf or individuals who have hearing impairments to communicate by typing and receiving messages through a monitor.

**Tics**
A persistent trait of character or behavior demonstrated by such things as repetitive phrases, sudden and jerky movement of the head, arms, and other body parts.

**Time delay**
A fading procedure where the form of the prompt remains the same (verbal, visual, physical), but there is a longer time before it is given to allow the person to engage in a behavior without prompts.

**Time Out**
A behavior intervention that includes taking someone out of the current situation in order to stop the challenging behavior or temporarily limiting access to reinforcers in the environment. This practice should only be used in emergencies or when developed as part of an approved behavior control plan.

**Tourette Syndrome**
A neurobehavioral condition that is often visible through sudden, jerky, and often dramatic behaviors that are typically considered "inappropriate". These behaviors include involuntary movements and sounds, as well as compulsive rituals and behaviors.

**Traumatic Brain Injury (TBI)**
Traumatic Brain Injury is any injury cause to the brain that damages parts of it. The effects from traumatic brain injury can be mild to severe but often causing changes in a person's personality and abilities. Short term memory is often affected.

**TTY/TDD** – a device that enables hearing- or speech-impaired users to transmit and receive typed-in exchanges over phone lines.

**Tuberculosis**
A disease which effects several parts of the body, but primarily attacks the lungs. This disease is spread through the air.
Type II Diabetes
A mild form of diabetes, a disease in which a person's insulin levels are not managed properly by their own body.

Ultraviolet
Non-visible light that is harmful to eyes and skin in excessive amounts. It causes sunburn, skin cancers and cataracts.

Unethical
Actions that are considered wrong or self-serving to the detriment of others. Actions that are in conflict with established moral or ethical codes.

Universal Precautions
An approach to infection control designed to prevent transmission of blood-borne diseases such as AIDS and hepatitis B in health care settings. These guidelines were developed in 1987 by the Centers for Disease Control and include recommendations for use of gloves, masks and protective eyewear.

Urethra
A small tubular structure that drains urine from the body.

Urinary Tract
All organs and ducts involved in the elimination of urine from the body.

Vaccine
A fluid that is used to prevent a particular disease or illness.

Vagina
The female opening that monthly menstrual blood passes out of the body through.

Validity
The extent to which the test accurately measures the concept it is designed to measure.

Values
Principles or standards which people use to guide them in daily life choices.

Verbal Abuse
Any communication that diminishes a person's dignity or self-worth or cause the person emotional anguish or pain.

Viral
Related to virus, which is a type of germ that causes infection and is spread through the air and by touching contaminated surfaces such as doorknobs, another person's hand, and countertops. Viruses include the common cold and flu.

Vulnerable
At risk for injury or harm. Unable to defend or care for oneself.

**Ward**
- A person for whom a legal guardian or representative has been appointed.

**Wellness**
- Being aware of all the things it takes to live a healthy life and then making choices to reach the goal of living a healthy life style.