



1

What Are Developmental Disabilities?

Exercise: Divide in Groups 1, 2, 3. Use cell phone or any resource material. Research for 3 minutes, 2 minutes for answer.

- 1.) Define developmental disability.
- 2.) What does substantial limitation mean?
- 3.) For developmental disability, in California what disabilities are included in the definition?

A blue-tinted image of the California State Capitol building dome, which serves as a background for the text in this section.

2

What Are Developmental Disabilities?

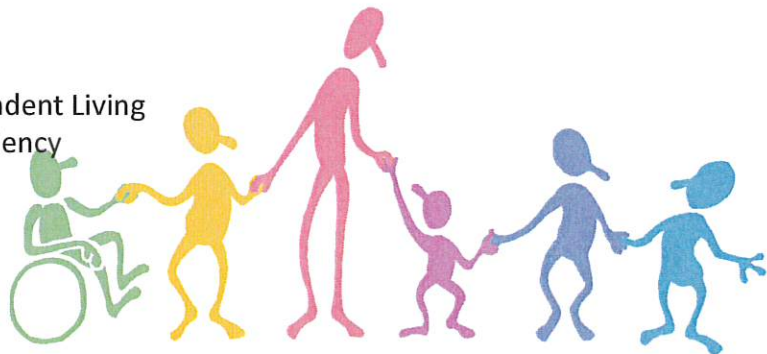
- **Developmental disability means a disability that originates before adulthood, can be expected to continue indefinitely, and constitutes a “substantial disability” for the individual.**
- **Federal Standards**
 - **Section 504 of the 1973 Rehabilitation Act & the Developmental Disabilities Act of 1991**
 - **22 years of age**

3

What Are Developmental Disabilities? (Continued)

Limitations in 3 or more major life activities

- Self Care
- Receptive and Expressive Language
- Learning
- Mobility
- Self Direction
- Capacity for Independent Living
- Economic Self Sufficiency



4

What Are Developmental Disabilities? (Continued)

- **California Standards**
 - **Lanterman Developmental Disabilities Services Act**
 - **18 years of age**
 - **California Law Defines 5 Developmental Disabilities**
 - **Intellectual Disability (formerly Mental Retardation)**
 - **Autism**
 - **Cerebral Palsy**
 - **Epilepsy**
 - **Fifth Category: disabling conditions closely related to intellectual disability or requiring similar treatment.**

5


AUTISM

- **Definition - Autism is a neurodevelopmental disorder with multiple causes or origins.**
 - Gross and sustained impairment in social interaction and communication
 - Restricted and stereotyped patterns of behavior, interests, and activities
 - Typically apparent prior to the age of three
 - Specific symptoms may include:
 - impaired awareness of others
 - lack of social or emotional reciprocity
 - failure to develop peer relationships appropriate to developmental level
 - delay or absence of spoken language and abnormal nonverbal communication, stereotyped and repetitive language, idiosyncratic language
 - impaired imaginative play
 - insistence on sameness (e.g. nonfunctional routines or rituals) and stereotyped and repetitive motor mannerisms

6



7

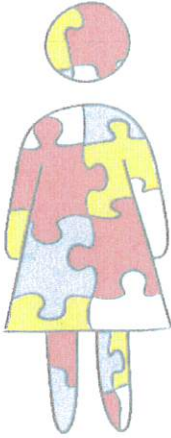


Autism (continued)

- Around 1 in 59 children are identified with having some level of autism (Center for Disease Control (CDC) April 27, 2018.) and it is 4 x more common in boys
- In 1970, autism affected approximately 1 out of every 10,000.
- This means that as many as 1.5 million Americans are believed to have some form of autism.
- Statistics from the U.S. Department of Education and other governmental agencies indicate autism is growing at a rate of 10-17% per year.
- Given these growth rates, it is estimated that the prevalence of autism could reach 4 million Americans in the next decade.
- Individuals with autism have a wide range of IQ.
- If you think that you are unlikely to ever see autism on your watch, think again

8

10 Things ... Continued



6. Try to have your squad car lights and sirens off; remove your badge and any other shiny objects, if you have time
7. IF a take-down is necessary, avoid positional asphyxia; turn person on their side to allow for normal breathing
8. Biting, hitting, slapping, hair pulling, yelling and pinching are common reactions when in an escalated state, including occasional vomiting or urination. Keep yourself as safe as possible
9. Consider this a medical call rather than a criminal call by possibly calling for EMT support (30% also have seizures)
10. Don't use open ended questions. Yes/No are better, but be sure to validate answers

11

Questions?



12



Intellectual Disability

- A diagnosis of intellectual disability requires deficits in intellectual functioning and adaptive functioning
- Substandard intellectual functioning is ordinarily measured by standardized IQ tests. If the full-scale score is 70 or less, a diagnosis of intellectual disability may be made if there are corresponding deficits in communication, self-care, home living, social/interpersonal skills, use of community resources, self-direction, functional academic skills, work, leisure, health and safety.
- Ranges
 - Borderline: 70-85
 - Mild: 55-69
 - Moderate: 40-54
 - Severe: 21-39
 - Profound: 5-20

13

A Word of Caution on Intellectual Disability

- IQ Testing, while widely accepted, can carry significant cultural bias which affects people's scores.
- IQ is variable. Everyone has "bad days."
- IQ can change significantly over time.
- The use of "mental age" has been falling out of favor.
 - Difficult to define
 - Ignores life factors, self esteem, and history

14

Intellectual Disability - Causes

- **Genetic**
 - Trisomy 21 (Down's Syndrome) - extra 21st chromosome
 - PKU (phenylketonuria): inability to process phenylalanine which builds up and causes ID.
 - Fragile X - abnormality in a gene on the X chromosome.
 - Williams Syndrome - Multiple gene deletions
- **Childhood disease or accidents**
 - Brain injuries (TBI or loss of oxygen) and illnesses (high fever)
 - Mumps, measles, chicken pox

15

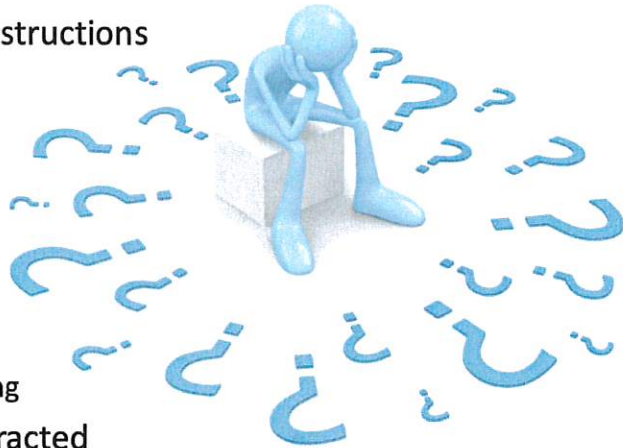
Intellectual Disability - Causes (continued)

- **Pregnancy or prenatal problems**
 - Fetal Alcohol Spectrum Disorder
 - Drug exposure
 - Rubella
 - Syphilis
- **Malnutrition, poor health care, environmental hazards**
 - Lead & Mercury exposure
 - Neglect

16

Behavioral Indicators for Intellectual Disability

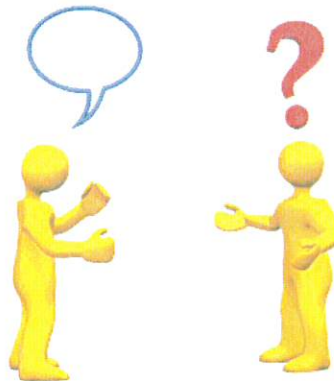
- Difficulty following multi-step instructions
- Concrete thinking
- Impulsive actions
- Communicates below age level
 - Remember "The Cautions"
- Poor sense of time
- Compliant
 - Why this is not always a good thing
- Short attention span, easily distracted



17

Approaches to Effective Interaction with People who have an Intellectual Disability

- Talk slowly and clearly
- Give one direction at a time. Allow extra time for response
- Ask open ended questions
- Repeat or rephrase questions
- Use concrete terms
- Avoid jargon
- Use visual cues
- Recognize their need for routine

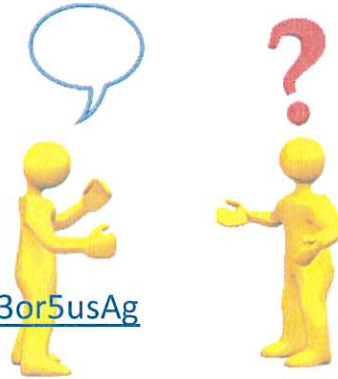


18

Approaches to Effective Interaction with People who have an Intellectual Disability

- Talk slowly and clearly
- Give one direction at a time. Allow extra time for response
- Ask open ended questions
- Repeat or rephrase questions
- Use concrete terms
- Avoid jargon
- Use visual cues
- Recognize their need for routine

- <https://www.youtube.com/watch?v=beo3or5usAg>

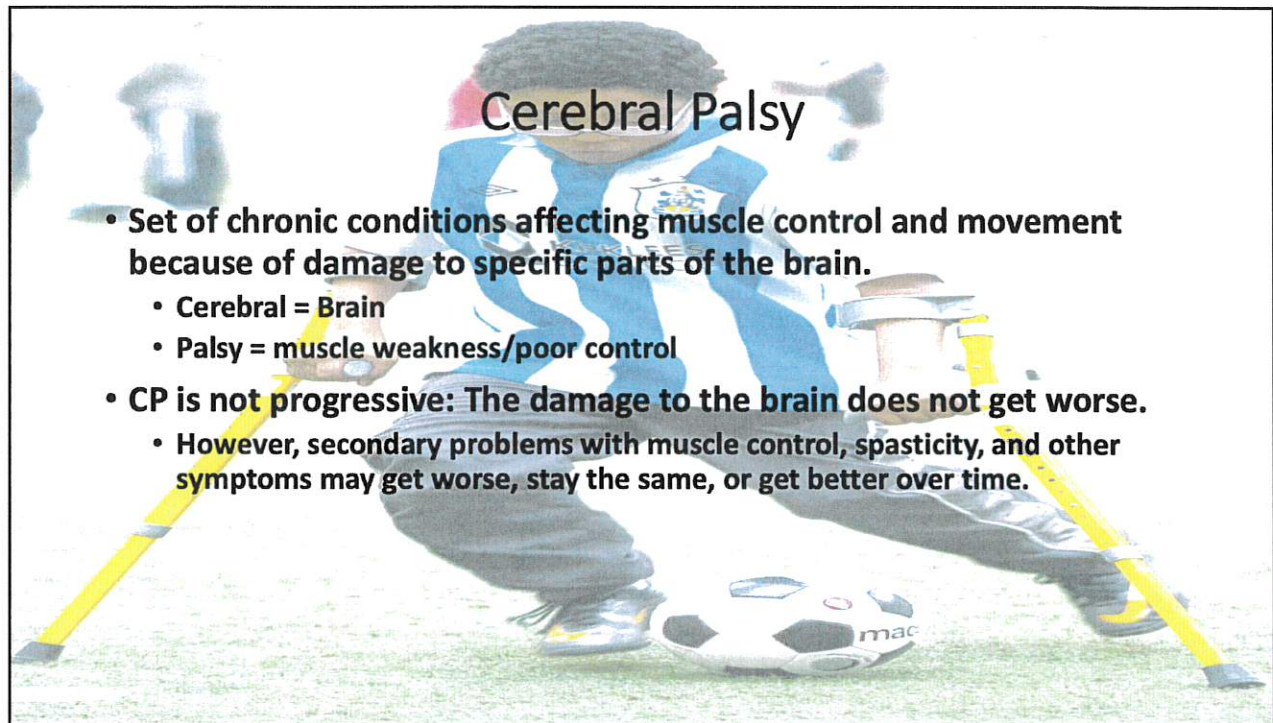


19

Questions?



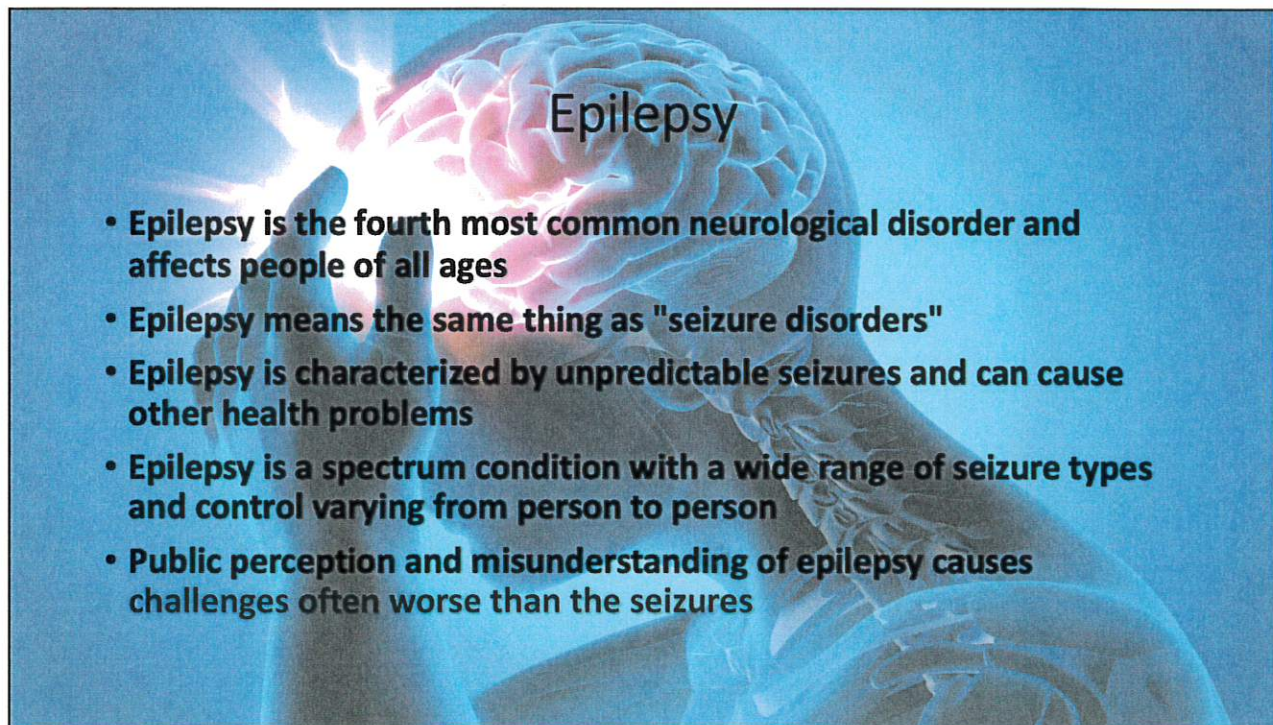
20



Cerebral Palsy

- **Set of chronic conditions affecting muscle control and movement because of damage to specific parts of the brain.**
 - Cerebral = Brain
 - Palsy = muscle weakness/poor control
- **CP is not progressive: The damage to the brain does not get worse.**
 - However, secondary problems with muscle control, spasticity, and other symptoms may get worse, stay the same, or get better over time.

21



Epilepsy

- **Epilepsy is the fourth most common neurological disorder and affects people of all ages**
- **Epilepsy means the same thing as "seizure disorders"**
- **Epilepsy is characterized by unpredictable seizures and can cause other health problems**
- **Epilepsy is a spectrum condition with a wide range of seizure types and control varying from person to person**
- **Public perception and misunderstanding of epilepsy causes challenges often worse than the seizures**

22

Communication 101

- **7% of any message is conveyed through words**
- **38% through certain vocal elements**
- **55% through nonverbal elements (facial expressions, gestures, posture, etc.)**

<http://www.nonverbalgroup.com/2011/08/how-much-of-communication-is-really-nonverbal/>

23

Receptive vs. Expressive Communication

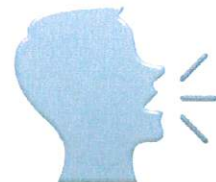
Receptive

- Understand words.
- Recognize a picture of an item.
- Point to this hand for yes.
- Point to this hand for no.



Expressive

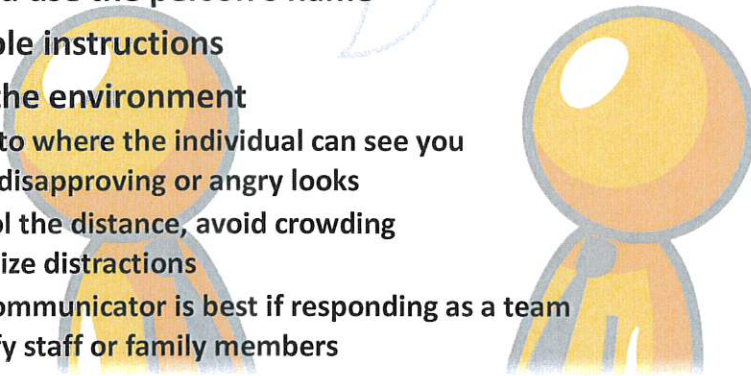
- Finding the words to describe something.
- People who have receptive language cannot always use expressive language.
- The person understands but can't find the words.



24

More Tips for Effective Communication & Intervention

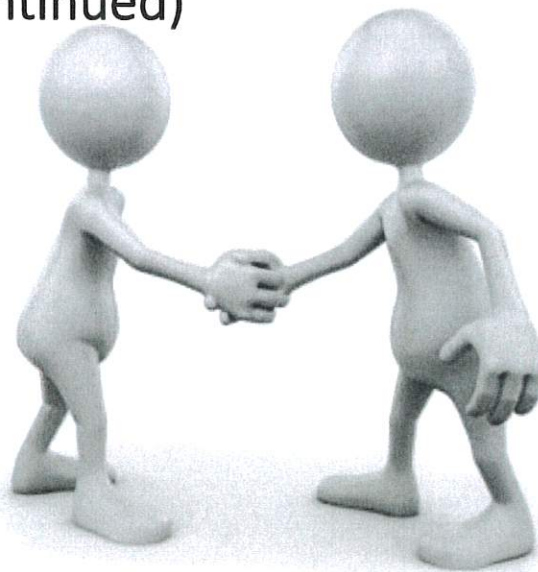
- Use your given name rather than a title
- Learn and use the person's name
- Use simple instructions
- Control the environment
 - Move to where the individual can see you
 - Avoid disapproving or angry looks
 - Control the distance, avoid crowding
 - Minimize distractions
 - One communicator is best if responding as a team
 - Identify staff or family members



25

Tips (continued)

- Establish Rapport
 - Tell the individual you are there to help and protect them
 - Listen
 - Use "I" as much as possible when talking.
 - Maintain self-awareness of frustration



26