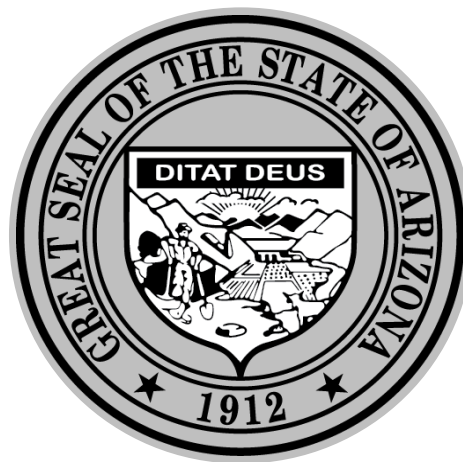


DDD Foundations

Division of Developmental Disabilities



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

Facilitator Guide

*Version 1
May 2018*



DEPARTMENT OF ECONOMIC SECURITY

Your Partner For A Stronger Arizona

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Facilitator Instructions

As the leader of this training, your professional demeanor will play an important part in how an employee perceives Division of Developmental Disabilities.

The quality of the training an employee receives may have far-reaching implications for both the individual employee and the organization as a whole; from job performance and on-the-job training time, to employee retention, and possibly turnover. As the **Instructor**, you can contribute to the success of this (and other) trainings.

Here are a few suggestions to help facilitate a successful class:

- 1.** Do not stray from the curriculum provided in the class materials. Even if you may disagree with a policy or procedure, know a “shortcut”, or have worked at an office that did things in a different way than what is stated in the material, **do not** alter the materials. To keep the training message consistent, please follow the policy and procedures cited as written in this manual as it has been approved by Division of Developmental Disabilities Policy and management. If you do not agree with something, please bring it to attention of Division of Developmental Disabilities Training Manager and the policy department **before** training.
- 2.** Be prepared and ready to welcome your class by having the room and materials ready to go at least 30 minutes prior to class start time.
- 3.** Always start and resume class on time and follow the course agenda. Be firm about the length of breaks and lunch.
- 4.** Dress professionally, even if it’s a “casual day”.
- 5.** Know the material and study its origins and applications.

The *Instructor Guide* is designed to be the comprehensive roadmap and script through this training module. Use it as your key navigation tool and your prompter. To fully utilize this document, carefully read the *Instructor Guide Key*.

Course Description

Participants will gain knowledge in trends and key events in the care and treatment of people with disabilities throughout history and about the Division's mission to support individuals using person-centered approaches.

Course Length

7 hours

Audience

All DDD employees

Assessment

Participants must score a minimum of 80% on assessment to pass the course

Trainer Requirement

DE2000.1 Foundations of DDD Part 1 is a participant prerequisite to this course. As such, before teaching this class, the instructor must take and pass this computer- based training.

Course Goal

Given an interaction with a member, the participant will use person-centered approaches per Division policy, Article 9, and AHCCCS standards 100% of the time.

Course Objectives

Given a business decision or interaction, act in accordance to the Division's mission 100% of the time.

Given a need to plan with a member, use person-centered approaches per Division policy 100% of the time.

Participant Guide

The *Participant Guide* is designed to be used as a desk aid beyond training. It also serves as the notes for the exam at the end of the class. Throughout the *Participant Guide* there are places for the learner to fill in the blanks. The corresponding *Instructor Guide* page contains all the appropriate answers for these as well as solutions to the various exercises.

PowerPoint Presentation and Hardware

A Power Point presentation (in both .ppt and .pptx format) is included as part of this training program. Follow the class set-up checklist on page vii to confirm that the required equipment (computer, projector, etc....) is working properly.

Note: *While very helpful, the Power Point presentation is **not** a vital part of the training materials. This training can be facilitated solely from the Participant and Instructor Guides.*

Activity Materials

It is recommended that the instructor have a collection of dry-erase markers (if appropriate), blank paper, a selection of pens and pencils, and several sketch pads with an easel to foster a culture of expression among the learners. Many of the class activities involve making lists or writing scenarios or solutions to share with the rest of the class.

Bring a selection of various note-taking and marking materials including highlighters, sticky notes and tabs, and bookmarks. Distribute all necessary materials to begin class before class begins. Start class promptly at assigned time.

Facilitator Checklist

General Supplies

- Flipchart paper
- Tape
- Markers
- Whiteboard
- Projector

Instructor Supplies

- PowerPoint Presentation












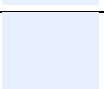
Activity Supplies

- Timeline
- Timeline Activity Cards

Class Handouts – 1 per Participant

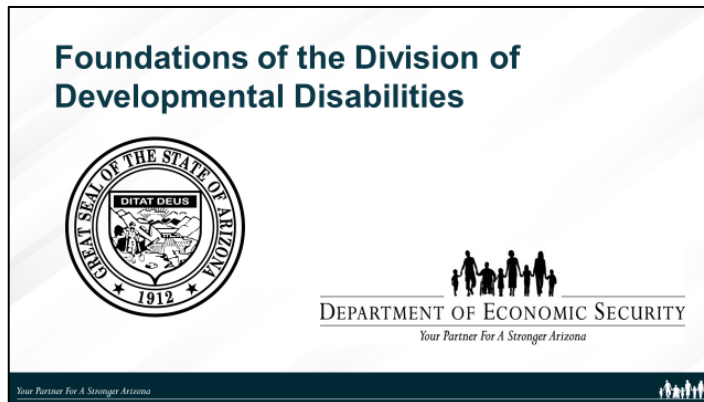
- Participant Guide
- Timeline Guide

Icon Guide

	Click for slide animation		Break
	Write on board		Lunch
	Question		Video
	Activity		Refer participants to PG
	Important		
	Advance Slide		

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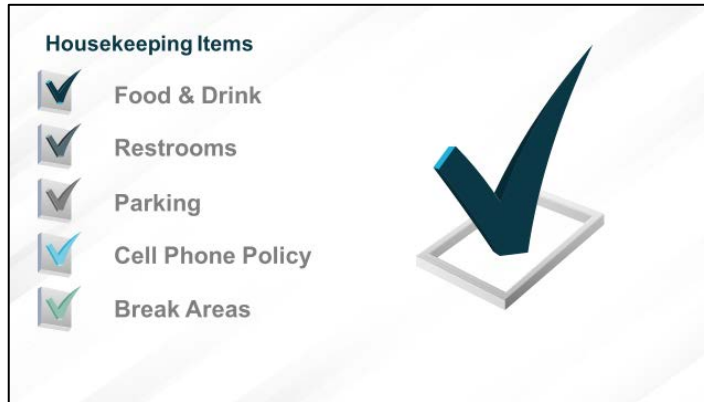
Introduction



Do *Introduce yourself*



Advance Slide













Do

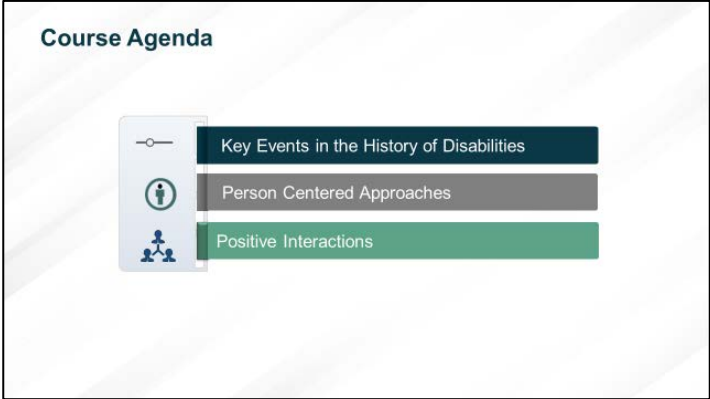

- Go over basic housekeeping:
- Food and drink availability
 - Restrooms
 - Parking
 - Cell phones
 - Break/smoking areas
 - Emergency exits






Advance Slide





<p>Slide</p>	<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Introductions</p> <ul style="list-style-type: none"> ➤ Name ➤ Role /Where you work ➤ Experience in the field ➤ Favorite thing about your job  </div>
<p>Do</p>	<p>Have participants introduce themselves, sharing the information on the slide.</p>
	<p><i>Advance Slide</i></p>

PG#	1
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;"> <p>Course Objectives</p> <ul style="list-style-type: none">  Understand how the history of treatment of people with developmental disabilities influences our current practices  Explain how person-centered approaches relate to the Division's Mission and DES's True North  Explain why we use person-centered approaches  Define social role valorization and identify ways to support it  Use person-first language  Use accepted disability etiquette </div>	
Do	<i>Go over course objectives</i>
	<i>On each objective</i>
	<i>Advance Slide</i>

PG#	1
	
Do	<i>Go over the agenda for the course</i>
Say	<p>From our introductions, you can see that there are many different roles within the Division. No matter what your role, you have a role in achieving the DES True North and DDD mission.</p> <p>In part 1 of this course-the computer- based training you took, you learned about the DES “True North” and DDD’s Mission statements.</p> <p>Let’s take a minute to review them.</p>
	<i>Advance Slide</i>

PG#	2
	
 Do	<p><i>Have volunteers read the statements. They are also on page 2 of their participant guides.</i></p>
Ask	<p>How do you think DDD’s mission statement helps DES reach its True North?</p> <ul style="list-style-type: none"> • <i>By empowering individuals who are eligible for our supports and services to live self-directed, healthy and meaningful lives they have more opportunities to reach their potential.</i>
Ask	<p>Who can share how they currently apply these missions to their job, or how they can apply them?</p> <p><i>Possible answers may include:</i></p> <ul style="list-style-type: none"> • <i>Helping member find their voice through facilitation</i> • <i>Asking member what they want for their lives</i> • <i>Helping member learn skills that increase their independence</i> • <i>Including the people, member want in their lives in the planning process</i> • <i>Overseeing member medical care to ensure their care needs are met</i>
Say	<p>In the online training, you had an overview of the history of DDD. Let’s take a minute to review some of that history.</p>

PG#	2
Ask	<p>Can someone tell us where the three institutions for people with developmental disabilities were located?</p> <ul style="list-style-type: none"> • <i>Tucson</i> • <i>Phoenix</i> • <i>Coolidge</i>
Ask	<p>What is the name of the only institution still open in Arizona?</p> <ul style="list-style-type: none"> • <i>Arizona Training Program at Coolidge (ATPC)</i>
	Advance slide

<p>Say</p> 	<p>We're going to watch a video featuring Ann Milles, who used to live in one of Arizona's institutions.</p> <p>ATPC was formerly called the Children's Colony. This is where Ann Mills lived. While you watch the video, consider the differences between life in an institution and life in the community.</p>
<p>Do</p>	
	<p><i>Advance Slide</i> <i>Video will begin automatically</i></p>
<p>Do</p>	<p><i>Prepare for timeline activity during video:</i></p> <p><i>Place timeline cards on tables and have masking tape strips available near the timeline.</i></p>
<p>Ask</p>	<p><i>Debrief video</i></p> <p>What were some of the differences between Ann's life in the institution and her life in the community?</p> <ul style="list-style-type: none"> • <i>Friends</i> • <i>Job</i> • <i>Independence</i>
<p>Say</p>	<p>It is important for us to have people like Ann tell their story. Looking at history, we sometimes can miss the human connection to the things that have happened. Ann's story gives us a look into how it felt to be inside the system.</p>
	<p><i>Advance Slide</i></p>

History of Treatment of People with Disabilities

LESSON

1


OBJECTIVES

- Articulate how the history of the treatment of people with developmental disabilities influences our current practices.

SUPPLIES

- Timeline
- Tape
- Timeline Activity Cards
- Timeline Guide (1 per participant)

Timeline Activity

PG#	n.a.
 <p style="text-align: center;">Timeline Activity</p>	
Say	<p>In the online training you took before coming to class you learned about Arizona’s history of the treatment of people with developmental disabilities. Now we’re going to take an in-depth look at the history of the treatment of people with disabilities throughout the western world.</p>
Say	<p><i>Introduce Timeline Activity</i></p> <p>I am going to pass out cards with events or viewpoints in history. Please read the card and decide when in history they took place. Note that some of the language used in this activity reflects the language used at that time and is not appropriate to use today.</p> <p>Once you decide when the event took place, come on up and tape it where it goes on the timeline. If you’re not sure where to put your card, use your best guesstimate.</p> <p>For your reference, the events in Arizona’s history you learned about in the online course are shown on the timeline in purple.</p>

Do	<p><i>Pass out the laminated cards and tape. Divide cards evenly with number of participants.</i></p> <p><i>Allow five (5) minutes to place their cards on the timeline.</i></p> <p><i>Once the class is finished, review timeline and highlight key events.</i></p>
Instructor Notes	<p><i>Debriefing this activity will take approximately 45 minutes:</i></p> <ul style="list-style-type: none"> • <i>15-20 Minute Ancient Era-1972</i> • <i>Eight-minute Willowbrook Video</i> • <i>15-20 Minutes 1972-Present</i> <p><i>Depending on your individual classroom set up, consider the following options:</i></p> <ul style="list-style-type: none"> • <i>Have participants bring their chairs and gather by the timeline. Class volunteers can move the cards to correct locations as needed.</i> • <i>Have participants return to their seats and have one volunteer assist with moving the cards.</i> <p><i>As you go through this narrative, the event cards participants have placed on the timeline will most likely be in the incorrect place. There is no need to review the misplaced card.</i></p> <p><i>Ask participants to move correct card from its current place on the timeline to the appropriate place. Tape the incorrect card to a place on the wall near the timeline for later use.</i></p> <p><i>As you move the card to the right place, elaborate on the event using the narrative provided.</i></p> <p><i>Place events with a positive impact above the timeline. Place events with a negative impact below the timeline. Participants should not be made aware that you are doing this intentionally. (This will be used to demonstrate the ebb and flow of history later in the activity.)</i></p> <p><i>To make this an interactive lecture, have volunteers read cards when it fits in the narrative flow.</i></p> <p><i>In the following timeline narrative, events are indicated as underlined text.</i></p>

Timeline Debrief Part 1

Timeline Panel 1	
Say	<p>While we look at this timeline, it is important to realize that we are only talking about the western world. Other parts of the world have a different history.</p> <p><i>Instructor Note</i></p> <p><i>Western World includes Europe, US, Canada, Australia, New Zealand, and Latin America?</i></p> <p>We also need to be aware that we are talking in generalities. The experience of each person with a disability is unique.</p> <p>That being said, let's start going through the timeline. After we review the timeline together, you will get a handout with the information we're discussing so there's no need to take notes.</p> <p>Let's get started.</p>
Say	<p>We are going to start our timeline with:</p> <p><u>The first recorded reference to mental retardation</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>This was in 1552 BCE (before common era) almost 4000 years ago. It was said to been discovered in Thebes, Egypt (pronounced: Theebs) and it was documented on a piece of papyrus.</p>
	<p>Our Ancient Era is well-known for its contributions to philosophy, literature, and medicine. In fact, during this time:</p> <p><u>A doctor speculated that seizures were a physical phenomenon and not caused by something supernatural.</u></p> <p><u>460-370 BCE:</u> <i>Move card to appropriate location on timeline (top)</i></p> <p>This doctor was Hypocrites. He lived from 460-370 BCE. Hippocrates promoted the concept that epilepsy had natural rather than supernatural causes.</p> <p>Has anyone heard of the Hippocratic Oath?</p> <p>The Hippocratic Oath was based on his principles. Although his ideas about seizures were progressive, the ancient era was not the best of times for</p>

	<p>individuals with disabilities. Prominent thinkers, like Aristotle believed there should be laws preventing the rearing of people with disabilities. <u>50 BCE-476 AD</u> <u>A famous republican nation allows its citizens to keep a person with a disability as a “fool” for entertainment.</u> <i>Move card to appropriate location on timeline (bottom)</i> That Republican Nation was the Ancient Roman Empire. People were also encouraged to abandon or kill deformed and sickly infants. When the Roman Empire ended, it brought us to the middle ages.</p>
<p>Say</p>	<p>Throughout time religion has played an important part in shaping attitudes toward people with disabilities. The Middle Ages was a time dominated by the idea of God. The notion that people with disabilities were "Children of a Caring God" was prevalent. The "Child of God" perception was also reflected in the writings of the Koran and of Confucius. <u>In 787</u> <u>First asylum for abandoned infants was opened</u> Because of the idea that children were seen to be that of a caring God, it makes sense that this place for abandoned infants was opened by the church. <i>Move card to appropriate location on timeline (top)</i> Unfortunately, conditions were custodial at best, and most children did not survive.</p>
<p>Say</p>	<p><u>Between 1100-1300</u> <u>Leper colonies were converted to ‘store’ people with disabilities along with madmen and criminals</u> <i>Move card to appropriate location on timeline (bottom)</i></p>
<p>Say</p>	<p>In the 1400s people became more interested in arts and sciences. Scientists such as Leonardo da Vinci studied anatomy and the functions of the brain. This led to a greater understanding of disabilities.</p>

Timeline Panel 2

Say	<p><u>Even so, in 1517,</u></p> <p><u>A religious reformer said people with mental retardation are filled with Satan and should be drowned</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>This religious reformer was Martin Luther the founder of the Lutheran church.</p>
Say	<p>Between <u>1563-1601</u></p> <p><u>A series of laws were passed in England to take care of the poor and disadvantaged</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>These laws shifted more responsibility to the government for the care of the poor, which included most people with disabilities.</p>
Say	<p>As the 1600s approached, philosophers studying human nature suggested that people with intellectual disabilities could learn. Prior to this time, it was assumed that persons born with any type of mental disability were unable to learn.</p>
Say	<p>Moving into the 1700s:</p> <p><u>in 1770,</u></p> <p><u>A Founding Father serves despite his disability</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>His name was Stephen Hopkins, and he had Cerebral Palsy. He was one of the signers of the Declaration of Independence.</p>
Say	<p><u>In 1798,</u></p> <p><u>A British clergyman and economist, advocated that all people who look or behave differently, should be identified and eliminated</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>This clergyman was named Thomas Malthus. He believed only those who could make the greatest contribution to society should survive.</p> <p><i>END PANEL TWO</i></p>

Timeline Panel 3	
Say	<p>During the first half of the 1800s positive things were happening for people with disabilities. Lots of new research and educational techniques were being explored.</p>
Say	<p><u>Between 1842 and 1846,</u> <u>the first training schools for persons with Developmental Disabilities opened in Europe</u> <i>Move card to appropriate location on timeline (top)</i> These training schools were established in Germany, England, and Switzerland.</p>
Say	<p><u>Meanwhile in 1842</u> in the United States, <u>A showman began exhibiting people with disabilities in “freak shows”</u> <i>Move card to appropriate location on timeline (bottom)</i> This was PT Barnum and he created what later became the Ringling Brothers and Barnum & Baily Circus.</p>
Say	<p>In 1848 <u>First American Institution for persons with developmental disabilities was established in Boston, Massachusetts.</u> <i>Move card to appropriate location on timeline (top)</i> The institution was named the “Massachusetts School for Idiotic Feeble-Minded Youth”. At the time it was progressive but notice the ultra-politically incorrect title for the institution. Between 1848 and the late 1850s, training schools had a strong educational focus. Students would receive physical training to improve their motor and sensory skills, basic academic training, and instruction in social and self-help skills.</p>
Say	<p>But in the <u>1870s and 1880s,</u> <u>The trend towards training schools becoming custodial Institutions began</u> <i>Move card to appropriate location on timeline (bottom)</i></p>

	<p>Unfortunately, because of economic issues and the Civil War, there were simply no employment opportunities for those who received training in these training schools. Historian James W. Trent noted, "In a growing and increasingly industrialized nation, communities did not need idiots, not even educated ones."</p> <p>At the same time, however, there was an increasing <i>demand</i> for placement in training schools. Many parents had heard success stories and some believed that intellectual deficiency could even be cured. As enrollment increased, the commitment to education was largely abandoned, and students became "inmates".</p> <p>New institutions were built in isolated or rural areas away from the view of most people.</p>
<p>Say</p>	<p><u>In 1907,</u> <u>Eugenics sterilization law prohibits people in institutions from procreating</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>This involuntary sterilization law was passed in Indiana but similar laws were passed throughout the United States.</p> <p><i>Note: If someone asks, eugenics is the science of improving a human population by controlled breeding to increase the occurrence of desirable characteristics.</i></p>
<p>Say</p>	<p><u>Between 1939 and 1941</u> <u>100,000 children and adults with developmental disabilities are exterminated</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>This happened during the Holocaust in Nazi Germany. People with disabilities were the first people targeted for elimination.</p>

Say	<p>Towards the end of the 1940s, parents began to organize and assume leadership roles on behalf of children with disabilities.</p> <p><u>In 1949,</u></p> <p><u>National Association of Parents and Friends of Retarded Children was formed</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>The intent of this organization was to promote the welfare of people with intellectual disabilities. This association still exists today and is known as The ARC. If the name sounds familiar, it is because Ann Mills, the woman in the video we watched earlier, works for The ARC.</p> <p>Organizations such as United Cerebral Palsy and the Muscular Dystrophy Association also got their start around this time.</p> <p><i>END PANEL 3</i></p>
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Timeline Panel 4


Say	<p><u>In 1953</u></p> <p><u>Radiation experiments were conducted on boys with intellectual disabilities without consent</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>In that same institution in Boston MA, we just talked about (Massachusetts School for Idiotic Feeble-Minded Youth) 90 boys were invited to participate in a "science club". The boys were encouraged to participate by receiving special treatment.</p> <p>The director requested parental consent for an experiment in which blood samples would be taken after eating oatmeal but did not mention that radioactive substances would be added to the oatmeal, so calcium levels could be measured. The experiment was conducted by MIT and funded by the Quaker Oat Company.</p> <p>This was not the only recorded event in the United States where people with developmental disabilities were used as test subjects without knowledge or consent.</p>
Say	<p>The 1960s was a time of great change in the United States. What types of things did we see in the US during the 1960's? Civil Rights. The Civil Rights act outlawed discrimination on the basis of race, color, religion, sex, or national origin. Although this was an incredibly important time for many in our country, people with disabilities were not included.</p>
Say	<p><u>In 1965,</u></p> <p><u>Title XIX (19) of the Social Security Act created Medicaid</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>Medicaid is a jointly funded federal and state program that pays medical costs for certain individuals with disabilities and families with low incomes.</p>
Say	<p><u>In 1968</u></p> <p><u>The first International Special Olympics Summer Games are held at Soldier Field in Chicago, Illinois</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>A thousand people with intellectual disabilities from 26 U.S. states and Canada</p>

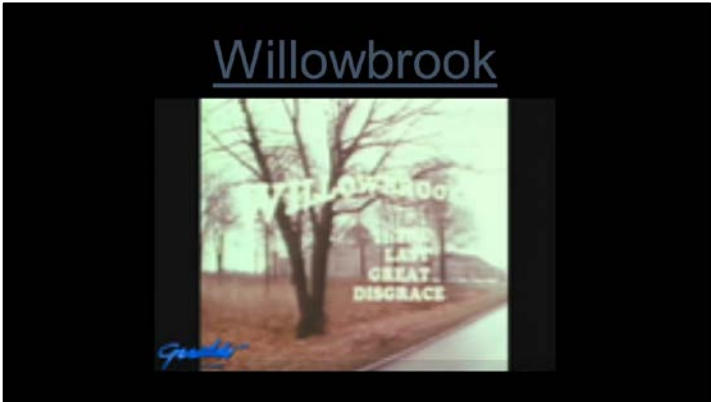
compete in track and field, swimming and floor hockey.


The founder of Special Olympics was Eunice Kennedy Shriver. She had a sister, Rosemary, with an intellectual disability. She and Rosemary grew up playing sports together. The sisters swam, they sailed, they skied and they played football. But in those days, there were limited programs and options for someone like Rosemary. Eunice saw that sports could be a common ground to unite people from all walks of life.


END PANEL 4

Timeline Panel 5

Say	<p>The 1970's was a time when society and government were going through a major cultural shift in how we support people with disabilities.</p> <p>Several key pieces of legislation were passed regarding the civil rights of people with disabilities.</p> <p><u>In 1970,</u></p> <p><u>A Federal District Court ruled that people who were mentally retarded or mentally ill had the right to treatment in the least restrictive setting</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p><u>In 1972</u></p> <p><u>A journalist exposed the horrible conditions at the Willowbrook Institution in New York</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>We're going watch a clip from a documentary which sheds light on the conditions of institutions.</p>
	<i>Advance slide</i>

PG#	4
	
Ask	<p>Is anyone familiar with Willowbrook? Would you be willing to share what you know about it with the class?</p> <ul style="list-style-type: none"> • <i>Led to lawsuits across the country of families suing institutions</i> • <i>Really began “deinstitutionalization”</i>
Do	<p><i>Click on link to play video</i></p> <p><i>Stop video at minute 7.50</i></p>
Ask	<p>What stood out to you about the video?</p>
Say	<p>Arizona had many of the same problems as Willowbrook.</p> <p>The Arizona Children’s Colony had over 1800 individuals living there.</p> <p>This was three times more than the space allowed. The staffing ratios were 1:30 much like Willowbrook.</p> <p>During this time in institutional care, locked time-out rooms and physical and mechanical restraints were common.</p> <p>Medications (chemical restraints) were used to control individuals in the institution Often, individuals were drugged to the point that it affected their quality of life.</p> <p>Typically, institutions did not have enough staff, so very little teaching occurred Once an individual moved into an institution, it was highly likely they would stay there until they died.</p>

	<p>It is important to be cautious of making judgments about families that placed their family members in institutions. Families were encouraged to place their loved ones with disabilities in the institutions, as it was “best practice” at the time.</p> <p>This documentary was instrumental in closing institutions. In the 1970s there were huge advances in the care and treatment of people with developmental disabilities.</p> <p>We will continue with the timeline after a 10-minute break.</p>
	<p>Advance Slide</p>

PG#	4
 <p style="text-align: center;">Timeline Activity 1972-2017</p>	
Say	<p>Another key piece of legislation in the ‘70’s regarding the rights of people with disabilities was passed in <u>1973</u></p> <p><u>A Rehabilitation Act made it illegal for public entities receiving federal funds to discriminate based on disability</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p>
Say	<p>As the rights of people with disabilities became recognized, reform advanced at an international level. In December of 1975 the UN General Assembly adopted the “Declaration on the Rights of Disabled Persons”. This declaration is in the back of your Participant Guide for your reference.</p> <p><u>In 1975</u></p> <p><u>The Education for Handicapped Children Act is passed</u></p> <p>This act, which is now called the Individuals with Disabilities Education Act or (IDEA), was signed into law. This was a huge advancement in special education. It guarantees a free, appropriate, public education for all children with disabilities in the <u>least restrictive environment</u>.</p> <p><i>END PANEL 5</i></p>


Timeline Panel 6	
Say	<p><u>1981-1984</u></p> <p><u>A popular presidential administration threatens to amend or revoke regulations implemented by the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975.</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>This was during the Reagan administration. Fortunately, disability rights advocates led an intense lobbying and grassroots campaign that generated more than 40,000 cards and letters in protest. After three years, the Reagan Administration abandoned its attempts to revoke or amend the regulations.</p>
Say	<p><u>In 1990,</u></p> <p><u>The Americans with Disability Act (ADA) was passed</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>Some say this is the most significant law passed upholding the civil rights of people with disabilities, this law affirms the rights of citizens with disabilities and prohibits discrimination in employment, public and private services, and telecommunications.</p>
Say	<p><u>In 1999,</u></p> <p><u>Princeton University hires a professor who believes that killing a “defective infant” is not morally equivalent to killing a person</u></p> <p><i>Move card to appropriate location on timeline (bottom)</i></p> <p>Dr. Peter Singer is a professor of Bioethics at Princeton University. He wrote a book called <u>Practical Ethics</u> and is the topic of many debates in the disability advocacy community.</p>
Say	<p><u>In 1999,</u></p> <p><u>Unnecessary institutionalization deemed discriminatory</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>In the case of Olmstead verses L.C., the United States Supreme Court ruled individuals have a right to receive benefits in the "most integrated setting</p>

	<p>appropriate to their needs, and that failure to find community-based placements for qualifying people with disabilities is illegal discrimination.” By having this go to the Supreme Court, all states were forced to comply.</p>
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This brings us to the end of the twentieth century.




END OF PANEL 6

Timeline Panel 7	
Say	As you can see on the timeline in red, Arizona has been evolving and improving services and supports for people with Developmental Disabilities. This information was covered in the CBT.
Say	<p><u>In 2010,</u></p> <p><u>Federal legislation replaced the terms “mental retardation” with “intellectual disability”</u></p> <p>The terminology was changed in all federal health, education, and labor policies. This measure is known as Rosa’s law. The law was named for Rosa Marcellino, a girl with Down Syndrome. She was nine years old when this became law. She worked with her parents and her siblings to have the words “Mentally Retarded” officially removed from the health and education code in her home state of Maryland.</p>
Say	<p><u>In 2014,</u></p> <p><u>Medicaid Final Rule requires person-centered planning</u></p> <p>The Centers for Medicare and Medicaid passed a Final Rule requiring a person-centered service plan for each individual receiving Medicaid home and community-based services. Arizona has been ahead of the game on this, but this mandate required the rest of the nation to use a person-centered approach when planning for and with people with disabilities.</p>
Say	<p>Also, <u>in 2014,</u></p> <p><u>The ABLE Act allows eligible people to establish savings accounts that will not affect their benefits</u></p> <p><i>Move card to appropriate location on timeline (top)</i></p> <p>ABLE stands for the Achieving a Better Life Experience Act. This act allows eligible individuals and their families to establish savings accounts to pay for disability-related expenses. The special accounts would not affect their eligibility for public benefits. Can anyone tell me what the Medicaid resource limit is? (\$2000) so this allows people to save for things that the person needs that insurance will not cover. (special adaptive vehicles, occupational swimming pools etc.)</p>

Say	This bring us to the present. Our timeline represents only a very small fraction of the history of people with disabilities. We could spend weeks learning more.
Ask	<p><i>Trace the pattern of the cards on the timeline (above and below)</i></p> <p>What did you notice about the events on the timeline?</p> <ul style="list-style-type: none"> • <i>The events placed above the timeline represent positive change. The events placed below the timeline represent negative changes.</i>
Say	History also shows us that the treatment of individuals who experience disabilities is like a pendulum on a clock. There are periods where the treatment of people with disabilities improves and then the pendulum swings the other way and things become worse again.
Ask	We just spent about an hour talking about history. Why is the history of the treatment of people with disabilities so important?
Say	<p>We look at history for several reasons.</p> <p>All the beliefs, values, and attitudes of the past will continue to influence how we regard people with developmental disabilities.</p> <p>Our culture today is built upon the collective beliefs, values, and attitudes from our past. Just to drive this home, let me give you an example. A few years ago, one of our colleagues who has Cerebral Palsy went to a church service. After the service, the preacher asked to pray for him.</p> <p>Our colleague became very uncomfortable when the preacher began praying for God to remove the demons /Cerebral Palsy, so his body would function properly.</p> <p>As we saw early in the timeline, this type of belief was common in history and in some cases still exist today.</p> <p>No matter what job you have, knowing about the history of the people that we support is extremely important. By knowing what has happened to people with disabilities in the past, we can learn from the mistakes other people have made. We can also reinforce the positive changes that have happened in the past by expanding on them.</p>
Do	<i>Pass out Timeline handouts</i>
	<i>Advance Slide</i>

Self-Determination

<p>PG#</p>	<p>5</p>
<div data-bbox="607 380 1118 667" style="border: 1px solid black; padding: 10px; text-align: center;"> <p>SELF-DETERMINATION</p> <ul style="list-style-type: none"> ➤ Freedom to plan a real life ➤ Authority over their resources ➤ Support for building a life in their community ➤ Responsibility to give back to their community  </div>	
 <p>Say</p>	<p>While we have a long way to go, there are some great things happening. The self-determination movement is a worldwide self-advocacy movement. The basic tenets of the self-determination movement are listed on this slide and on page 5 of your participant guide.</p>
<p>Do</p>	<p><i>Have participants read the following definitions</i></p>
	<p>Freedom: The exercise of the same rights as all citizens. People with disabilities, with assistance when necessary, will establish where they want to live, with whom they want to live and how their time will be occupied. They do not have to trade their inalienable rights guaranteed under the Constitution for supports or services.</p>
 <p>Say</p>	<p>Authority: The control of whatever sums of money are needed for one’s own support, including the re-prioritizing of these dollars when necessary. This is accomplished through the development of an individual budget that “moves” with the person. The Division doesn’t currently work in a way where the individual gets a budget, BUT they choose the supports and services they receive and who provides that support. This includes selecting service providers and hiring, managing, and firing service providers.</p>
 <p>Say</p>	<p>Support: The organization of these resources as determined by the person with a disability. This means that individuals do not receive “supervision” and “staffing”. Rather, folks with disabilities may seek companionship for support and contract for any number of discrete tasks for which they need assistance.</p>

 <p>Say</p>	<p>Responsibility: The wise use of public dollars. Dollars are now being used as an investment in a person’s life and not handled as resources to purchase services or slots. Responsibility includes the ordinary obligations of American citizens and allows individuals to contribute to their communities in meaningful ways.</p>
<p>Say</p>	<p>We’re going to watch a video featuring people with developmental disabilities talk about what self-determination means to them.</p>
	<p>Click on image to open hyperlink.</p>
<p>Do</p>	<p><i>Debrief video</i></p>
<p>Say</p>	<p>According to the America Association on Intellectual and Developmental Disabilities (AAIDD) Governments (like us) should regularly review and revise laws, regulations, policies, and funding systems to promote self-determination. The affected individuals must be involved in these reviews and revisions.</p> <p>Self Determination is about dignity and autonomy for all people, including people with disabilities.</p> <p>Are there any questions about what self-determination is?</p> <p>One of the many ways we support the Self Determination Movement is by using person-centered approaches. In the next lesson, we’re going to talk about person-centered approaches.</p>
	<p><i>Advance Slide</i></p>

Person-Centered Approaches

LESSON

2


OBJECTIVES


By the end of this lesson participants will be able to:

- Explain how person-centered approaches relate to the Division and DES missions.
- List components of person-centered planning.
- Define social valorization.
- Identify ways to support social valorization.

SUPPLIES




N.A.


<p>PG# 7</p>	
<div style="text-align: center;"> <p>The diagram is titled "Person Centered Approaches". It features a central silhouette of a person standing within a light blue circle. Surrounding this central figure are three icons: a yellow lightbulb labeled "Thinking" to the left, a green icon of three people labeled "Practices" to the right, and a blue lightbulb with a pencil labeled "Planning" below. The background of the diagram is a light blue and white gradient.</p> </div>	
 <p>Say</p>	<p>You may have heard, or will hear, person-centered approaches referred to as people-centered thinking, person-first practices, or person-centered planning.</p> <p>Whatever it is named, the concept is that we put the focus on the individual being supported. The individual/family drives the supports and services needed and gets to choose who provides those supports.</p> <p>Person-centered approaches shift the control from the professionals to the individual being supported.</p> <p>The needs expressed by the individual and family/friends are just as important, if not more important, as the professional evaluation.</p> <p>Whenever possible, there is less reliance on paid support staff and more on natural supports, such as family and friends.</p> <p>The planning process is centered around the individual and his/her specific priorities, strengths, resources, and needs so that the individual has a level of control over the lives they have chosen for themselves including where they live, work, and spend their free time.</p> <p>People are recognized and valued for their contributions to their communities.</p> <p>It is about empowering people with developmental disabilities to live self-directed, healthy, and meaningful lives.</p>
<p>Ask</p>	<p>Does that sound familiar to anyone?</p> <ul style="list-style-type: none"> • <i>It's the Division's Mission Statement</i>

Say	<p>Not only is using Person-Centered Approaches the right thing to do, it is also a Medicaid initiative.</p> <p>All states, including Arizona, receiving Medicaid funds must follow the person-centered model. The good news is that the Division is already using person-centered approaches which mirrors Medicaid's expectations.</p>
	<i>Advance Slide</i>

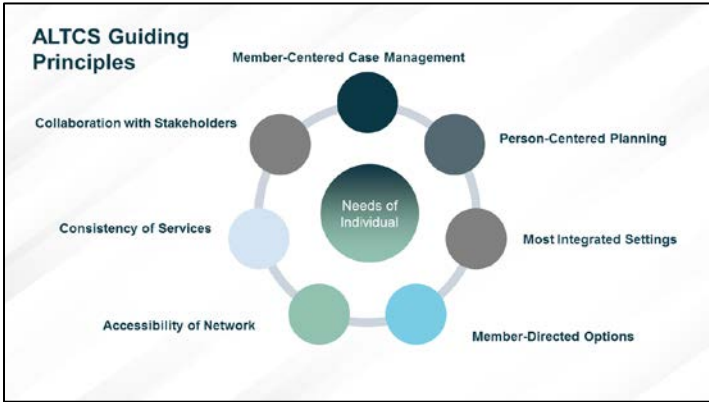

ALTCS Guiding Principles


PG#	8
ASK	<p><i>Introduce ALTCS Guiding Principles</i></p> <p>Who can tell me what Arizona’s Medicaid Program is called?</p> <ul style="list-style-type: none"> • <i>AHCCCS- Arizona’s Health Care Cost Containment System</i> <p>As I stated on the previous slide, a condition of receiving Medicaid dollars is that we must follow the person-centered model. In addition to following this Medicaid model, our specific AHCCCS program called Arizona Long Term Care (ALTCS) has some guiding principles that impact our work.</p> <p>Because ALTCS is our major funding source for services, we are required to follow these ALTCS guiding principles as well.</p> <p>As we go through these principles, you’ll notice many of them overlap. It’s not necessary to know the definition of each principle but it is important to understand how they align with the DES and DDD missions and how they form the basis for person-centered approaches. You will see many similarities between the ALTCS Guiding Principles and the Self Determination Movement we covered earlier. It is positive to see people and systems moving in the same direction.</p>
	<p>The Guiding Principles are in your participant guide on page 8.</p>

PG#	8
 Say	<p>The first principle is <u>Member-Centered Case Management</u>.</p> <p>The idea of member-centered case management is that the individual is the primary focus of the program. This falls in line with what we talked about earlier. The person/guardian are active participants in the planning and evaluation of services and supports. It is about me, INCLUDE ME! In addition, education and up-to-date information must be available so the individual can understand their options. Services and supports must be readily available to assist the member make choices towards reaching his or her goals.</p>
 Say	<p>The next guiding principle is <u>Person-Centered Planning</u>. Division policy requires person-centered planning.</p> <p>Person-centered planning is a way to assist individuals to construct and describe what they want and need to bring purpose and meaning to their life.</p> <p>We are going to go more in detail about person-centered planning after we go through the other ALTCS Guiding Principles.</p>
 Say	<p>The next principle is <u>Most Integrated Settings</u>:</p> <p>As we saw on the timeline, institutions are a thing of the past. Individuals are afforded the choice of living in their own home or choosing an alternative setting that is home-like.</p>
Ask	<p>What are some of these alternate settings?</p> <ul style="list-style-type: none"> • <i>Family home</i> • <i>Own home (think of Ann Mills)</i> • <i>Independently designed living arrangements (with roommates)</i> • <i>Family home</i> • <i>Developmental homes</i> • <i>Group homes</i>
Say	<p>When we talk about most integrated settings we are also referring to least restrictive supports.</p>

	<p>Least restrictive supports apply to everything from how much physical assistance to give a person to where the individual lives and works. The goal is for each person to be successful with the least amount of support necessary.</p> <p>For example, one person may need full physical assistance while bathing while another may simply need someone to be in the bathroom in case of an emergency. Through a team discussion and thorough assessment, the services are customized to each individual's needs to ensure the least restrictive methods are used.</p>
 Say	<p>The next principle is <u>Member-Directed Options</u>. This means that individuals have the opportunity to exercise responsibilities in managing their health and development by making choices of how and when their services are provided. Our services are not mandated, they are voluntary. If the individual or family doesn't see value in them, they are not required to use them.</p> <p>They may also choose who will provide their services.</p>

PG#	9
Ask	What's the next principle? <ul style="list-style-type: none"> • <u>Accessibility of Network</u>
Say	This principle states that our network of providers supports choice in individualized care and availability of services. Many families have a gender preference or a language preference. Our provider community should have a variety of direct care workers to meet the individual/family unique needs including culture, age, language, gender, and individual/family preference.
 Say	<u>Consistency of Services:</u> This is about ensuring providers deliver quality and consistent services. To ensure this is happening the Division monitors providers' performance. In addition, as part of the self-determination movement, individuals and their families are strongly encouraged to participate in their quality of care and report any service issues to the division.
 Say	Next, we're going to talk about <u>Collaboration with Stakeholders</u> .
	<i>Advance Slide</i>



PG#	9-10
	
Ask	What exactly is a stakeholder?
Say	A person, group, or organization that has interest, concern in an organization. Stakeholders can affect or can be affected by the organization's actions, objectives, and policies.
Ask	Can you think of some examples of DDD stakeholders? <ul style="list-style-type: none"> • <i>Individuals supported by the Division</i> • <i>Individuals' families/guardians</i> • <i>Community organizations</i> • <i>Division employees</i> • <i>Members of the community-taxpayers</i> • <i>Provider agencies</i> • <i>AHCCCS</i>
Say	On an organizational level, the Division collaborates with stakeholders to develop and change policies, procedures, and even laws. Before making formalized decisions, families are informed and encouraged to weigh-in on changes that may impact them.
Say	Those are the ALTCS guiding principles that define person-centered planning. We use the ALTCS Guiding Principles to inform our person-centered planning policy and practices.
 Say	On page10 of your participant guide comparing person centered and non-person-centered approaches. Take a few minutes to read it. <i>Pause for participants to read.</i>

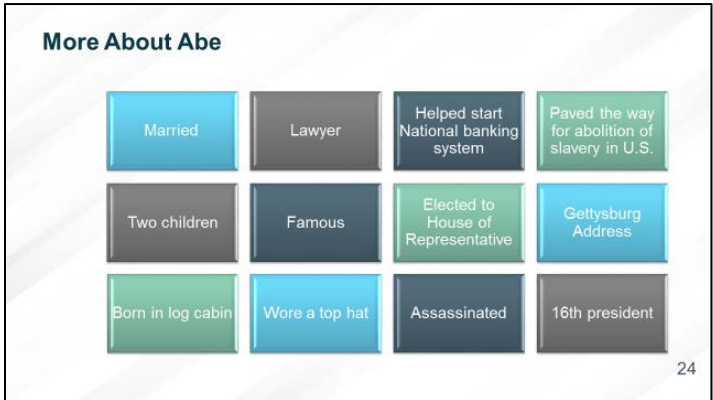

Ask	<p>What stood out to you while reading this?</p> <ul style="list-style-type: none"> • <i>Validate answers</i>
Say	<p>Now that we understand these principles, let's take a closer look at how person-centered approaches and planning are put into practice.</p>
	<i>Advance Slide</i>

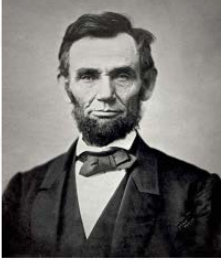
Person-centered Planning


PG#	11																
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Abe</p> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="background-color: #00a0e3; color: white; padding: 5px;">55 years old</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">One housemate</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Gets depressed</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Isolates himself</td> </tr> <tr> <td style="background-color: #2c3e50; color: white; padding: 5px;">Stays in bed for long periods of time</td> <td style="background-color: #27ae60; color: white; padding: 5px;">Nervous breakdown</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Speaks to people not in the room</td> <td style="background-color: #27ae60; color: white; padding: 5px;">Relationship difficulties</td> </tr> <tr> <td style="background-color: #2c3e50; color: white; padding: 5px;">Trouble maintaining a job</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Rejected for many jobs</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Almost homeless once</td> <td style="background-color: #00a0e3; color: white; padding: 5px;">Not able to stay in school for long periods of time</td> </tr> <tr> <td style="background-color: #00a0e3; color: white; padding: 5px;">Attended numerous schools</td> <td style="background-color: #2c3e50; color: white; padding: 5px;">Refuses to use his pockets</td> <td style="background-color: #27ae60; color: white; padding: 5px;">Refuses to use his pockets</td> <td></td> </tr> </table> </div>		55 years old	One housemate	Gets depressed	Isolates himself	Stays in bed for long periods of time	Nervous breakdown	Speaks to people not in the room	Relationship difficulties	Trouble maintaining a job	Rejected for many jobs	Almost homeless once	Not able to stay in school for long periods of time	Attended numerous schools	Refuses to use his pockets	Refuses to use his pockets	
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Say	<p>To do that, I would like to introduce you to Abe. Abe is a 55-year old male, who shares a home with one other person. He sometimes gets depressed. He has been known to isolate himself in his room. This has led to him being in bed for long periods of time.</p> <p>He has had a nervous breakdown. He has been observed speaking to people who are not in the room. Abe has a problem with relationships. Sometimes he will end a relationship with a person, only to go back to the same person later in life.</p> <p>Abe has had difficulties finding and maintaining employment. He has tried to get many jobs and has been rejected for most of them. At times, he has almost been homeless.</p> <p>As a boy, Abe was not able to stay in school for long periods of time and as a result he attended numerous schools.</p> <p>Abe has also had trouble with his finances. He has borrowed money from people and has not been able to pay it back in a timely manner.</p> <p>Abe refuses to use his pockets to carry the things he needs.</p>																
	<i>Advance Slide</i>																

PG#	11
Ask	<p>Keeping in mind what you've learned about person-centered approaches and the chart comparing person centered approaches and non-person-centered approaches, do you think you have enough information about Abe to develop a plan that is person-centered.</p> <ul style="list-style-type: none"> • <i>No</i>
<p>Say</p>	<p>I want you to work in groups to discuss what you know (or don't know) about Abe.</p> <p>As a group, consider what questions you would want to ask Abe or his support team to help you develop a plan for Abe that is person-centered.</p> <p>Write your questions down on a piece of flip chart paper.</p>

Do	<p><i>Have table groups create lists of questions for Abe or information needed to develop a person-centered plan. Allow 5-10 minutes.</i></p> <p><i>Groups write on flipchart paper and share with the class.</i></p>
Do	<p><i>Debrief activity</i></p> <ul style="list-style-type: none"> • <i>What are your strengths?</i> • <i>Where do you keep your ID?</i> • <i>Can you tell me more about your family?</i> • <i>What are your priorities in life?</i> • <i>When are you most likely to ask for help?</i> • <i>Are there any risks to your safety we should know about?</i> • <i>Do you ever feel down?</i> • <i>What is your ideal job?</i>
Say	<p>When we are developing a person-centered plan, one of the first questions we want to ask is “What is your vision for the future?” In other words, where do you see yourself in five years?</p> <p><i>If any teams had this on their list, be sure to validate them.</i></p>
 Say	<p>Based on the person’s vision, we can support the person to achieve their goals.</p>
Say	<p>Everyone came up with some excellent questions for Abe to help us understand more about him and what he wants for his life. Everything we told you about Abe is 100% true. But here are some answers to those questions that gives us a better picture of who Abe is.</p>
	<p><i>Advance Slide</i></p>

PG#	12
	
Do	<i>Click on each animation one at a time and explain.</i>
Say	<p>Abe was married. He was a lawyer. He helped to start the national banking system that we know today. Abe ended slavery in this country. He had two children. He was a famous person. He was elected to the House of Representatives. He was the 16th president of the United States and as president he gave the Gettysburg address. His symbol was the top hat he wore. He was born in a log cabin. Abe was assassinated at the Ford Theatre.</p> <p>Who am I talking about?</p> <ul style="list-style-type: none"> • <i>Abraham Lincoln</i>
	<i>Advance Slide</i>

PG#	11
<div style="border: 1px solid black; padding: 20px; margin: 0 auto; width: 80%;">  <div style="margin-left: 20px;"> <p>President Abraham Lincoln</p> <p>1809 - 1865</p> </div> </div>	
Say	<p>Here's a few more facts about Abraham Lincoln.</p> <p>He was born to farming parents. They were forced to leave the farm making them almost homeless.</p> <p>His mother died when he was young. His two boys died when they were young. Could grief had been the trigger to his depression and isolation?</p> <p>Later in life, he participated in séances to reach his "Dearly Departed". This may have led to the idea that he spoke to people not in the room.</p> <p>His relationship with his wife was a troubled one. They broke up several times while courting before getting married.</p> <p>Before Abe Lincoln became a lawyer, he owned a small store that failed. When the store failed, he had trouble paying back the money he borrowed to open it.</p> <p>He ran for several offices (and failed) before being elected to the House of Representatives. This could lead people to thinking he was rejected for many jobs.</p> <p>Abe did not want or need, to use his pockets because he was able to store important papers under his top hat.</p>

Ask	What did you learn from this exercise?
Say	<p>Much like the first slide that gave you information on Abe, the files we maintain, and where information is documented, are slanted heavily towards identifying diagnoses, disabilities, and weaknesses. They tend to minimize capabilities, talents, and strengths. Before we even meet the person, we often are asked to read the person’s risk assessment, their crisis plan or their incident reports. When you start to support someone, you need to get to all areas of the person’s life.</p> <p>By listening to the person and asking good questions, you will find out what is important to the individual now and in the future. This will help you create a plan that is built on the person’s strengths, talents, and vision.</p> <p>While talking about talents and strengths, it’s important to talk about social roles.</p>
	<i>Advance Slide</i>



Social Role Valorization

PG#	12
<p style="text-align: center;">Social Role Identification</p> <p style="text-align: center; background-color: #2c4e64; color: white; padding: 10px; border-radius: 15px;">What is the role of each person in the following slides?</p>	
Say	<p>I am going to show you some pictures. As you look at pics, I want you to identify the roles of the people in each picture.</p> <p><i>Instructor Note:</i></p> <p><i>If asked, a role is the part played by a person in a social setting, influenced by his expectation of what is appropriate.</i></p>
Do	Have participants identify the roles of the people in the pictures on the following 10 slides.

<p>Ask</p>	<div data-bbox="587 195 1161 516" data-label="Image"> </div> <p>What is the role of this man?</p> <ul style="list-style-type: none"> • <i>Participants will most likely identify “Chef” or “Cook”</i>
<div data-bbox="212 701 293 779" data-label="Image"> </div>	<p><i>Advance slide</i></p>
<p>Ask</p>	<div data-bbox="604 867 1180 1192" data-label="Image"> </div> <p>What is the role of the young male? What about the older male?</p> <p><i>For the young male participants will most likely identify “son, brother, godchild”</i></p> <p><i>For the older male participants will most likely identify “dad, brother, godfather”</i></p>
<div data-bbox="212 1505 293 1583" data-label="Image"> </div>	<p><i>Advance slide</i></p>

<p>Ask</p>	<div data-bbox="604 174 1180 499" data-label="Image"> </div> <p>What about this man?</p> <ul style="list-style-type: none"> • <i>Participants will most likely identify “Carpenter”, “Construction worker” or “handyman”.</i>
<div data-bbox="212 709 295 787" data-label="Image"> </div>	<p><i>Advance slide</i></p>
<p>Ask</p>	<div data-bbox="604 844 1180 1169" data-label="Image"> </div> <p><i>Use a regular pointer or a laser pointer to indicate the person standing at the chalk board</i></p> <p>What about this person?</p> <ul style="list-style-type: none"> • <i>Teacher, professor, instructor</i> <p>and the person raising her hand?</p> <ul style="list-style-type: none"> • <i>student, pupil</i>
<div data-bbox="212 1493 295 1570" data-label="Image"> </div>	<p><i>Advance slide</i></p>

<p>Ask</p>	<div data-bbox="604 186 1179 508" data-label="Image"> </div> <p>What about this lady?</p> <ul style="list-style-type: none"> • <i>Participants will most likely identify “artist” or “painter”</i>
<div data-bbox="212 751 293 831" data-label="Image"> </div>	<p><i>Advance slide</i></p>
<p>Ask</p>	<div data-bbox="604 890 1179 1213" data-label="Image"> </div> <p>What about this lady?</p> <ul style="list-style-type: none"> • <i>Participants will most likely identify “secretary”, “administrative assistant” or “case-aide”</i>
<div data-bbox="212 1497 293 1577" data-label="Image"> </div>	<p><i>Advance slide</i></p>

<p>Ask</p>	<div data-bbox="539 191 1245 585" data-label="Image"> </div> <p>How about this group of people?</p> <ul style="list-style-type: none"> • <i>Likely answers will be “football players”, encourage a bit more role identification, look for answers like “team mates”, “friends”, etc.</i>
	<p><i>Advance slide</i></p>
<p>Ask</p>	<div data-bbox="594 1077 1170 1402" data-label="Image"> </div> <p>And her?</p> <ul style="list-style-type: none"> • <i>Participants will most likely identify “doctor” or “nurse”.</i>
	<p><i>Advance slide</i></p>

Ask



What role are these guys playing?

- *Likely responses initially will be “basketball player” or “athlete”. Do not push for or encourage more/other answers. Make sure to pay attention to the roles that were identified and remember these, if necessary write them down to recall later.*



Advance slide

Ask



And finally, what about this lady

- *mom, homeowner*

and this man?


- *dad, homeowner*

and this little girl?

- *daughter, child*




Advance slide

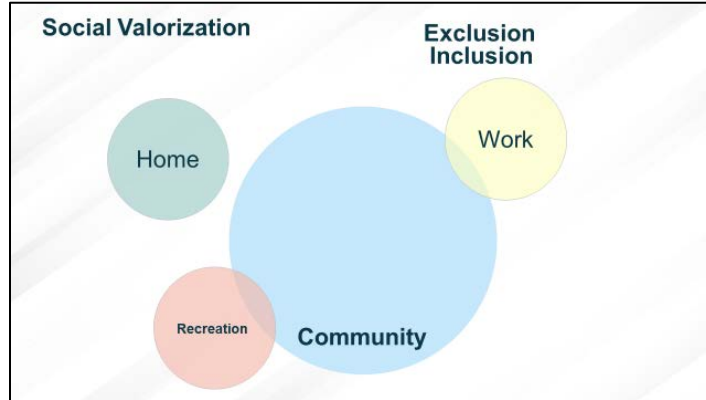
PG#	12
<div style="border: 1px solid black; padding: 20px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">Social Role Identification</p> <div style="background-color: #2e6b5e; color: white; padding: 15px; border-radius: 15px; margin: 10px auto; width: 80%; text-align: center;"> <p style="margin: 0;">How did you identify each person's role(s)?</p> </div> </div>	
Ask	<p>How were you able to identify the roles?</p> <ul style="list-style-type: none"> • <i>By their surroundings</i> • <i>By the tools they we are using</i> • <i>The materials in their presence</i> • <i>The clothes they were wearing</i> <p>So just to explore that a bit more, let's go back to this picture.</p>
	<i>Advance slide</i>



Say	<p>Look at these gentlemen again.</p> <p><i>Depending on previous responses say:</i></p> <p>You guys emphatically identified them as basketball players or athletes.</p>
Ask	<p>Do we, as a society, put value in our athletes?</p> <ul style="list-style-type: none"> • <i>ABSOLUTELY!</i>
Say	<p>However, there is another obvious role-that of person with a disability or wheelchair user. The role of athlete or basketball player is so positive and powerful the devalued role did not get mentioned.</p>
Ask	<p>Why are valued roles so important?</p> <ul style="list-style-type: none"> • <i>Accept all answers</i>

<p>Say</p>	<p>The importance of valued social roles was recognized by Dr. Wolfensberger and developed into the theory of Social Role Valorization.</p> <p>Valued roles help people who are vulnerable to be accepted in the community, to experience a sense of belonging, and to be able to contribute according to their strengths.</p> <p>When people are not supported to have valued roles in the community they can often find themselves being segregated, excluded, marginalized, and ignored. At best they are treated as different. At worst they experience exclusion and abuse, and being the subject of fear, ignorance, and prejudice.</p>
	<p><i>Advance Slide</i></p>





PG#	13
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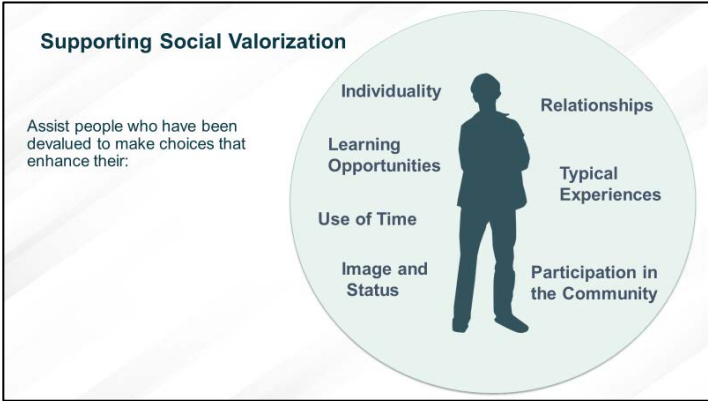

Say	<p>The process of deinstitutionalization has enabled people with disabilities to be more present in society. However, where they were once shut in, many people with disabilities now find themselves shut out. People with disabilities may be present in our community, but too few are part of it. While some people with disabilities are a part of the community, many live lonely lives of exclusion and isolation.</p>
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 Ask	<p>Consider the environments where many adults with developmental disabilities live.</p> <p>Where do they live?</p> <ul style="list-style-type: none"> • <i>Family homes where all their siblings have grown and moved out. The individual often stays under the control of their parent(s) long after they are an adult.</i> • <i>Specialized housing like group homes or developmental homes.</i> <p>Can they choose their roommates or housemates?</p>
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 Ask	<p>How about work? What does “work” typically look like for people with developmental disabilities?</p> <ul style="list-style-type: none"> • <i>Warehouse work where their only interaction is with staff and other people with disabilities</i>
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	<ul style="list-style-type: none"> • Jobs with subminimum wages • Being paid by piecework (paid for each item they complete-not hourly)
 <p>Ask</p>	<p>Finally, how do people with developmental disabilities typically spend their recreation time?</p> <ul style="list-style-type: none"> • <i>Organized activities such as Special Olympics or Friday dances organized by caregivers</i> <ul style="list-style-type: none"> ○ <i>May take place in the same spaces as “typical” activities but with little or no interaction with people without disabilities</i> • <i>Day program</i> • <i>None-spend day at home</i> • <i>Do they have opportunities to be social outside of their parent’s friends and family?</i>
 <p>Do</p>	<p>Even though this is far better than institutionalization, this is still a form of <u>Exclusion</u></p> <p>Fill in the blank on page 13.</p>
 <p>Say</p> 	<p>We need to support individuals to have meaningful roles and truly be a part of their communities.</p> <p>This is <u>Inclusion</u>. Fill in the blank on page 13.</p> <p>This not only leads to a higher quality of life for the individual, it adds value to society.</p>
<p>Say</p>	<p>It might be difficult for some to imagine how a person with a severe disability can contribute to society, however there are many ways that people can contribute through their presence and through the thoughts and feelings that they invoke in others.</p> <p>For example, they may teach others patience and gratitude or educate others on what can be done <i>regardless</i> of a disability. They may inspire others and promote compassion and acceptance in the wider community.</p>

Supporting Social Valorization

PG#	14
 <p>The diagram is titled "Supporting Social Valorization" and features a central silhouette of a person. Surrounding the silhouette are eight key areas: Individuality, Relationships, Learning Opportunities, Typical Experiences, Use of Time, Participation in the Community, Image and Status, and Assist people who have been devalued to make choices that enhance their:.</p>	
Say	<p>We want to assist people who have been devalued to make choices which enhance their:</p> <ul style="list-style-type: none"> • Relationships • Typical experiences • Participation in community life • Image and status • Use of time • Learning opportunities • Individuality
Say	<p>When developing a person-centered plan, we look at an individual's interests, strengths, and vision for their future. All of these can lead to valued roles.</p>
Say	<p>For example, a support staff at a day program discovered that one man was interested in hiking. He was fit and appreciated the environment. However, they decided to take him hiking during the week, when no hiking clubs operated. He was using his strength, but he wasn't connecting with likeminded people. He was filling time, rather than developing a role with opportunities for social interaction beyond the service provider relationships. It was only when someone took the initiative to switch the activity to a weekend, that he was then able to join a hiking club where he was appreciated and made new friends.</p>
	<i>Advance Slide</i>

PG#	15-16
<div style="border: 1px solid black; padding: 15px; width: fit-content; margin: 0 auto;"> <p>Supporting Valued Roles Activity</p> <p>For the following scenarios, determine:</p> <p style="margin-left: 20px;"><i>Possible valued roles based on the person's skills and interests</i></p> <p style="margin-left: 20px;"><i>Ways to support the person to develop their skills and interests into these roles.</i></p>  </div>	
<p>Introduce Activity</p> 	<p>Let's explore how we can support the people we serve to develop their skills/interests into valued roles.</p> <p><i>Divide class in groups of 3-4 depending on group size.</i></p>
 <p>Say</p>	<p>On pages 15 and 16 of your guide are some scenarios.</p> <p>As a group, consider how you can support the person in each scenario to develop their skills and interests into valued roles.</p> <p>Let's do an example together. You can follow along on page 15 of your guide.</p> <p>Read example:</p> <p>A young woman with a disability is the oldest sibling in a family raised by a single-parent. She has an interest in food and cooking, watching cooking shows on TV, and volunteering to assist her mother with food preparations.</p> <p>Ask: How can we support the young women to develop these interests into valued roles?</p> <p>She could attend a cooking class, or her mother could teach her how to cook to build on this interest. Cooking in the community/get a job as a cook.</p>

	<p>By teaching her a skill, her role of sister, and daughter were strengthened by her contributions to the household.</p> <p>For the rest of the scenarios, work with your group and determine ways to support the individual to develop their skills and interests into valued roles.</p> <p>Write your answers in your participant guide.</p> <p><i>Allow 5-10 minutes for activity</i></p>
<p>Do</p>	<p><i>Have one group share their answers to the first scenarios. When they have finished, the other groups will add their ideas.</i></p> <p>1. Sarah attends a day program. She spends most of her time cutting out pictures and pasting them on poster board to make collages to hang in the day program.</p> <p><i>Sarah can attend community art classes or join a scrap booking club. Maybe she can sell her work or volunteer to make bulletin boards at the local school.</i></p> <ul style="list-style-type: none"> • <i>Scrap booker</i> • <i>Art student</i>
<p>Do</p>	<p><i>Have a different group share their answers to this scenario. When they have finished, the other groups will add their ideas.</i></p> <p>2. Tanika sorts screws in a sheltered workshop eight hours a day. She sings all day. She has received several compliments for her singing.</p> <ul style="list-style-type: none"> • <i>Tanika could join a community choir or the choir at her church. She could sing at the talent show for the holiday work party. Tanika might also like to enter some karaoke contests at the pub down the street from her house.</i> • <i>Potential Valued Roles</i> <ul style="list-style-type: none"> ○ <i>Singer</i> ○ <i>Entertainer</i> ○ <i>Choir member</i>

	<p><i>Have a different group share their answers to this scenario. When they have finished, the other groups will add their ideas.</i></p> <p>3. Abir attends school in a special education classroom. He loves baseball and after school he participates in the special needs baseball program.</p> <ul style="list-style-type: none"> • <i>Abir could join the neighborhood Little League team or attend the Little League games as a fan.</i> <ul style="list-style-type: none"> ○ <i>Baseball player</i> ○ <i>Fan</i>
<p>Say</p>	<p>There are unlimited resources in our community that we can match with the strengths and interests of the people we support.</p> <p>If people with developmental disabilities are to have valid social roles, we must do some community building. This is where we help the people we support in connecting with the community in which they live. We want them to have the help they need, and the social opportunities, to live a fulfilling life.</p> <p>To help them along, we must be willing to educate the community on the needs of the people we serve. By doing both things, we build a strong interaction between people with disabilities and the community at large.</p>
<p>Ask</p>	<p>What if a person’s choice apparently conflicts with social valorization principles? For example, a choice might degrade their image, lead to a loss of skills or lead them to take on a devalued role.</p> <p><i>Pause for answers</i></p>

Positive Interactions

LESSON

3

OBJECTIVES


- Use accepted disability etiquette.
- Use person-first language.




SUPPLIES

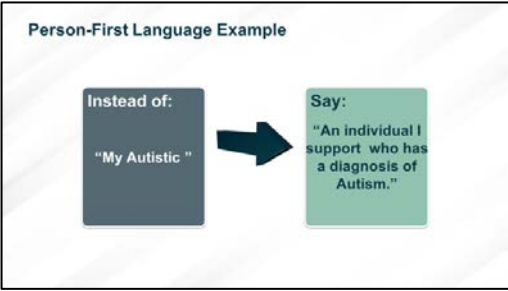


- Flipchart paper
- Markers



Person-first Language

PG#	18
Say	<p>It would be impossible to teach a class about person-centered approaches or social roles without talking about the words we use. The words we use affect the way we think. What we think influences what we value. Therefore, how we talk about and to the individuals we support is important in establishing positive relationships.</p> <p>I want to talk about language we use when discussing individuals supported by the Division. Terminology has changed over the years.</p> <p>We used to use the word “client”. Then it switched to “consumer”. “Member” is the current word used by AHCCCS and the Division.</p> <p>We do not use the terms “client” and “consumer” anymore.</p> <p>Remember the ALTCS Guiding Principles? ALTCS uses the term “member”. This is perfectly acceptable in written form or in formal communication.</p> <p>When speaking about the person or to the person the person should be identified by their name or “individual supported by the Division”, “individual I/we support” – or simply “individual”.</p> <p>We absolutely do not refer to Division members as “cases”. The people supported by the Division are not “cases”. They are people.</p> <p>And, individuals do not belong to us. They are not “mine”, “yours”, or “ours”. Division members are individuals who we have the privilege of supporting.</p>
Say	<p>In our interactions with people with disabilities, it is important to put the person before their disability. This is referred to as Person-First Language. It is respectful and promotes dignity.</p>



Say	<p>But how do we use Person-first Language?</p> <p>Putting the person-first is no different than when you introduce or talk about yourself. I know I never introduce myself as:</p> <ul style="list-style-type: none"> • <i>Example: near-sighted Angie, hearing impaired, perfectionist, etc.</i> <p>All these words may tell you things about me, but they won't tell you who I am. I will tell you who I am first by telling you my name and then (if I choose) I'll tell you about myself. This introduction most likely won't include a diagnosis.</p> <p>I'm <u><i>(insert your name)</i></u> first.</p> <p>Think about it. When someone is talking about people in their lives, are they saying things like “my chubby son”, or “my diabetic father”? Most likely, they aren't.</p> <p>So, we wouldn't be saying, “the Autistic kid” or “the Autistics on my caseload” either.</p> <p>We want to make sure we are using person-first language by always putting the person-first. One example of a statement we would use on a regular basis is:</p> <p>“I support 52 individuals who have a variety of developmental disabilities”. We wouldn't say “I support 20 autistics, 20 CPs, and 12 Epileptics”.</p>
	<i>Advance Slide</i>


	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Person First Language Example</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; background-color: #4a5558; color: white; padding: 5px; text-align: center;"> <p>Instead of:</p> <p>"My Intellectually Disabled client."</p> </div> <div style="font-size: 2em; color: #1a3d4d;">➔</div> <div style="border: 1px solid black; background-color: #c6e0b4; padding: 5px; text-align: center;"> <p>Say:</p> <p>"A member I support with a diagnosis of Intellectual Disability."</p> </div> </div> </div>
 <p>Say</p>	<p>Please join me on page 18 in your participant guide. Let's practice using Person-first Language together.</p> <p>Instead of saying: "My intellectually disabled client".</p>
	<p>We would say:</p> <p>"An individual (or member) I support who has a diagnosis of intellectual disability".</p>
	<p><i>Advance Slide</i></p>

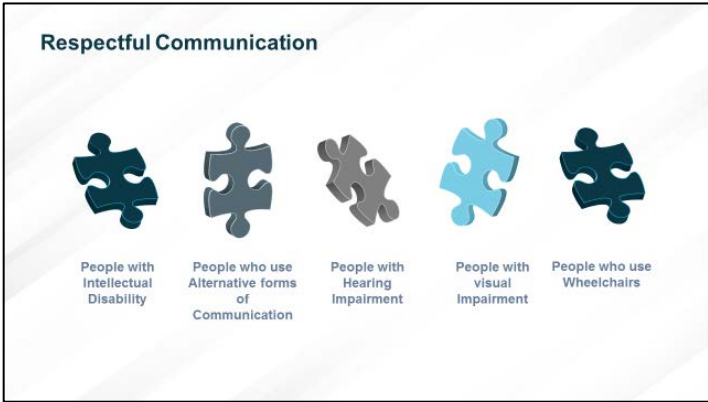


PG#	18
	 <p>The diagram is titled "Person-First Language Example". It shows a dark blue box on the left with the text "Instead of:" above "My Autistic". A dark blue arrow points to a light green box on the right with the text "Say:" above "An individual I support who has a diagnosis of Autism."</p>
Ask	<p>What would you say instead of “The Autistic member I support”?</p> <p><i>Answers may vary slightly from the answer on the slide.</i></p>
 Say	<p>We would say: “I support an individual who has a diagnosis of Autism”.</p>
Say	<p>Labels are also something that we want to stay away from. A label is when we group people together based on a common characteristic.</p> <p>Yes, it is true that the individuals we support have commonalities; after all we support people with very specific diagnoses. But it is important to understand that even when a person has a diagnosis, they don’t display all the same characteristics as other individuals with that same diagnosis.</p> <p>Not everyone who has Autism looks or acts the same. So, how DO we talk about diagnoses?</p> <p>First, if the diagnosis isn’t related to the discussion, don’t bring it up.</p> <p>When we talk about resources or issues directly related to a person’s disability then it makes sense for us to discuss someone’s diagnosis.</p>
	<i>Advance Slide</i>

PG#	18
<div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <p>Person-First Language Example</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="border: 1px solid black; background-color: #4a697d; color: white; padding: 10px; text-align: center;"> <p>Instead of:</p> <p>"My Downs Baby"</p> </div> <div style="font-size: 2em; color: #004a69; margin: 0 10px;">➔</div> <div style="border: 1px solid black; background-color: #76b82a; color: white; padding: 10px; text-align: center;"> <p>Say:</p> <p>"The individual I support who has a diagnosis of Down syndrome"</p> </div> </div> </div>	
 Ask	<p>What would you say instead of "My Downs' baby"?</p> <p><i>Answers may vary slightly from the answer on the slide.</i></p>
Say	<p>We use Person-first Language at the Division not only because it's our standard, but also because we are role models on our teams and can be role models in the community.</p>
Say	<p>Person-First Language is about focusing on the person, not the diagnosis. Just as identifying the positive social roles people with disabilities have, this is part of appreciating the humanity of each person with a disability.</p>
Ask	<p>Any questions about putting Person-first Language into practice?</p>
Say	<p>Now that we've discussed how to talk about a person with a disability respectfully, we'll discuss interacting respectfully with the individuals we support and their families.</p>
	<p><i>Advance Slide</i></p>

Disability Etiquette


PG#	19
<div data-bbox="461 323 1159 716" style="border: 1px solid blue; padding: 10px; text-align: center;"> <p>How do you Demonstrate Respect?</p>  </div>	
Ask	<p>How do you demonstrate respect when communicating with someone?</p> <ul style="list-style-type: none"> • <i>Look at them</i> • <i>Use their name</i> • <i>Use open Body language</i> • <i>Shake hands</i> • <i>Allow personal space</i> • <i>Listen</i> • <i>Don't interrupt</i> • <i>Treat them like their chronological age</i>
Ask	<p>How do you demonstrate respect when communicating with someone with a developmental disability?</p> <p><i>Answers should be similar</i></p>
Say	<p>We show respect when communicating with individuals with developmental disabilities the same way as we do with other people.</p>
	<p><i>Advance Slide</i></p>

Say	<p>Many people with developmental disabilities have a range of difficulties with communication.</p> <p>Regardless of the challenges, ALL people have the right to be heard and participate in their care.</p> <p>Like anyone, when individuals with a developmental disability can communicate effectively with their caregivers, they can better participate in daily activities such as choosing clothes to wear, foods to eat or activities to enjoy. That will lead to a healthier quality of life.</p>
Ask	<p>Does this sound like anything we've talked about today?</p> <ul style="list-style-type: none"> • <i>This is an essential component of self-determination and person-centered approaches.</i>
Say	<p>If we aren't communicating with the person, how can that person have a say in their care?</p>
	<i>Advance Slide</i>


<p>PG#</p>	<p>20-30</p>
	
	<p>We need to be respectful and effective in all our interactions with individuals we support. Depending on the situation, there are specific tips to improve communication and be respectful. This is referred to as disability etiquette.</p> <p>To learn about disability etiquette, we're going to do an activity.</p> <p><i>Divide class into five groups.</i></p> <p><i>Once they are in their groups, give activity instructions.</i></p>
 <p>Say</p>	<p>On pages 20 through 28 of your guide is information on etiquette for specific situations.</p> <p>I will be assigning each group a topic in the guide. As a group, your mission is to read about the topic and teach it back to the class.</p> <p>Feel free to be creative. You can role play, draw a cartoon or write key points on flipchart paper. Your presentation should be about five minutes long.</p> <p>You'll have 15 minutes to prepare your presentation, so let's get started.</p>
<p>Do</p>	<p><i>Answer any questions about the activity</i></p> <p><i>Assign topics to each group</i></p> <ul style="list-style-type: none"> • <i>Individuals with Intellectual disability</i>


	<ul style="list-style-type: none"> • <i>Individuals who use Alternative Forms of Communication</i> • <i>Individuals with Hearing Impairment</i> • <i>Individuals with Vision Impairment</i> • <i>Individuals who use wheelchairs</i> <p><i>Allow 15 minutes for preparation-adjust time as necessary</i></p> <p><i>Give participants a 5-minute warning</i></p>
Do	<p><i>Have groups present to the class-encourage those who are watching the presentation to take notes starting on page 29.</i></p>
	<p><i>Ensure the following key points are covered:</i></p> <p><i>People with Intellectual Disability</i></p> <ul style="list-style-type: none"> • <i>Talk to the person in a place where they feel comfortable</i> • <i>Reduce distractions</i> • <i>Use concrete examples</i> • <i>When giving choices, use pictures and limit options to 2-3 choices at a time</i> • <i>Keep questions short and straightforward</i> <ul style="list-style-type: none"> ○ <i>People may be more likely to agree, or say yes, to statements or questions if they don't know the answer, the question is too long, or they think you want them to say yes</i> • <i>Be age appropriate-this includes touch (if an adult tries to hug you, reach out your hand for a handshake, etc.)</i> • <i>Be patient-allow extra time for answers</i> • <i>Try to match individual's speech cadence and level</i> • <i>Use repetition</i> • <i>Find out how best to communicate with the person</i> • <i>Assume competency</i>
Say	<p><i>Remember that a 45-year-old person with intellectual disability is a 45-year-old person and should be treated in accordance with their chronological age, and not addressed as a child.</i></p>

Do	<p><i>Ensure the following key points are covered:</i></p> <p style="text-align: center;"><i>People who use Alternative Forms of Communication</i></p> <ul style="list-style-type: none"> • <i>Do not touch their device</i> • <i>Look at the individual-not the device or interpreter</i> • <i>Don't interrupt</i> • <i>Allow extra time for answers</i> • <i>Assume competency</i> • <i>Does not mean they cannot speak at all or have a hearing impairment</i> • <i>Never pretend to understand if you are having difficulty doing so. Instead, repeat what you have understood and allow the person to respond.</i>
Do	<p><i>Ensure the following key points are covered:</i></p> <p style="text-align: center;"><i>People with Hearing Impairment</i></p> <ul style="list-style-type: none"> • <i>Ask the person the best way to communicate</i> • <i>Keep your face visible</i> • <i>Speak to the person, not the interpreter</i> • <i>Only person should speak at a time</i> • <i>Speak clearly</i> • <i>Use facial expressions and gestures</i> • <i>Write down information/key words</i> • <i>Assume competency</i>
	<p><i>Ensure the following key points are covered:</i></p> <p style="text-align: center;"><i>Individuals with Vision Impairments</i></p> <ul style="list-style-type: none"> • <i>Be precise in your description of things. Don't leave things out because you feel it is unimportant or unpleasant.</i> • <i>Address the person by name so they know you are speaking directly to them and not someone else in the room.</i> • <i>Identify yourself when greeting the person.</i> • <i>Use a natural tone and speed. Vision impairment does not equal a hearing impairment.</i>

	<ul style="list-style-type: none"> • <i>Be observant, ask questions in different ways to ensure understanding.</i>
Do	<p><i>Ensure the following key points are covered:</i></p> <p><i>People who use wheelchairs</i></p> <ul style="list-style-type: none"> • <i>There are other mobility devices-scooters, walkers, canes, braces, and crutches</i> • <i>Using a wheelchair is not a tragedy-it provides freedom</i> • <i>Speak directly to the person</i> • <i>Sit down or kneel to get yourself at eye level with the person</i> • <i>Don't hang on the wheelchair or ask the person to carry things on their lap</i> • <i>Don't touch the person's wheelchair without permission – it is an extension of themselves.</i> • <i>Assume competency</i>
Do	<p><i>Thank the groups</i></p>
Ask	<p>Did you notice any common themes in the categories?</p> <ul style="list-style-type: none"> • <i>Respect</i> • <i>Assume competency</i> • <i>Speak directly to the individual</i>
Say	<p>Remember, every individual has a unique communication style. Building positive relationships with the individuals you support is invaluable to learning how to communicate and interact with that person.</p> <p>The individual themselves or their family can be wonderful resources and usually welcome questions you may have.</p> <p>In this activity, we focused on disability etiquette and communication. However, there are other considerations in our relationships with the people we support.</p>
	<p><i>Advance Slide</i></p>


Cultural Competency

PG#	31
Ask	To act in person-centered ways, we need to ensure that the culture of each individual is considered and that we respond in a way that can support the family to achieve their goals in a cultural sensitive way.
Ask	<p>What comes to mind when you think of the word culture?</p> <p><i>Ask for 3-5 Responses and valid contributions</i></p>
 Say	<p><i>(Click to reveal animation; prompt class to fill-in blanks on page 33 of their guide)</i></p> <p>Cultural identity includes:</p> <ul style="list-style-type: none"> • Socio-economic status • Language • Religious/spiritual beliefs • Definition of family • Region where one lives • Food • Ethnicity • Values around receiving help • Roles related to age and gender • Rituals • Communication styles • Social and family behaviors • Child rearing practices


	<ul style="list-style-type: none"> • Perceptions of health and disability
<p>Say</p>	<p>Culture encompasses customs, beliefs, and values. It reflects choices that provide a framework for living. All these things provide a framework for how we live. We see the world from the lens of our own cultural upbringing and this impacts how we live our daily lives.</p> <p>For the individuals we support, it is no different.</p> <p>We must have an awareness and appreciation of customs, values, and beliefs of the individual and their family and incorporate them into the plan.</p> <p>For those of you that work in direct care, this may mean you give the person time to say a prayer before their meal.</p> <p>For those of you doing home visits, it may mean taking your shoes off before entering the family home.</p>
<p>Ask</p>	<p>Does anyone want to share an example where they witnessed or experienced a cultural difference and how that was addressed?</p> <ul style="list-style-type: none"> • <i>Western culture, eye contact conveys that you are listening and showing respect. This may be different when visiting a Native American home where eye contact is seen as aggressive or disrespectful.</i>
<p>Say</p>	<p>Families should not feel that we enter their home to challenge their culture and must be assured that our goal is to enhance the strength of that family however it works.</p> <p>As we have learned throughout this training, it is essential to build positive relationships with the people and families we support.</p>
	<p><i>Advance Slide</i></p>


Conclusion


PG#	None
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <p>Course Objectives</p> <ul style="list-style-type: none"> Understand how the history of treatment of people with developmental disabilities influences our current practices Explain how person-centered approaches relate to the Division's Mission and DES's True North Explain why we use person-centered approaches Define social role valorization and identify ways to support it Use person-first language Use accepted disability etiquette </div>	
Say	That is the end of lesson three where we explored how to communicate and positively interact with the individuals and families we support. Let's look at our objectives for today and see how we met them.
Say 	Let's look at our first objective <i>(Read or have volunteer read objective one)</i>
Ask	Why is it important to know the history of people with developmental disabilities? <ul style="list-style-type: none"> • <i>Learn from past mistakes</i> • <i>Don't lose progress we've made</i> • <i>Ensure we don't violate members' rights</i>
Ask	Are there any questions about the history of people with developmental disabilities?
Say 	Great, let's move on to objective 2 <i>(Read or have volunteer read objective two)</i>
Say	DDD's mission is to empower individuals who are eligible for our supports and services to live self-directed, healthy, and meaningful lives, they have more opportunities to reach their potential.

Ask	<p>Based on what we learned about person-centered approaches today, how can we support this mission?</p> <ul style="list-style-type: none"> • <i>Choice</i> • <i>Treat people with respect</i> • <i>Help the person find valued roles in their community</i> • <i>Put the person first</i> • <i>Be inclusive</i> • <i>Valued roles</i> • <i>Use person-first language</i> • <i>Practice disability etiquette</i> • <i>Do not repeat history</i> • <i>Ask people what they want for their future</i> • <i>Support self-determination</i>
Say 	<p>Great, let's move on to objective 3 <i>(Read or have volunteer read objective three)</i></p>
Ask	<p>Why do we use person-centered approaches?</p> <ul style="list-style-type: none"> • <i>To achieve the DDD mission</i> • <i>DDD policy</i> • <i>Medicaid requirement</i> • <i>ALTCS guiding Principles</i> • <i>It is respectful and is "The right thing to do".</i> • <i>To support self-determination</i>
Ask	<p>What is self-determination?</p> <ul style="list-style-type: none"> • <i>A self-advocacy movement based on the tenets of freedom, authority, support, and responsibility.</i>
Ask	<p>How does self-determination relate to person-centered approaches?</p> <ul style="list-style-type: none"> • <i>Person-centered approaches are HOW we support self-determination.</i>
Say	<p>Let's move on to objective 4, defining and supporting social role valorization.</p>

Ask	In your own words, who can explain social role valorization? <ul style="list-style-type: none">• <i>SRV is providing opportunities for a person to play a valued role in their community</i>
Ask	What are some ways we can support social role valorization? <ul style="list-style-type: none">• <i>Enhance a person's talents, strengths, and dreams by offering choices and supports that help the person to develop these into valued roles in society.</i>

Ask	<p>Why is this important?</p> <ul style="list-style-type: none"> • <i>The Division mission: self-directed, meaningful, and healthy lives</i> • <i>It benefits the community</i> • <i>Valued roles help people who are vulnerable to be accepted in the community, to experience a sense of belonging, and to be able to contribute according to their strengths.</i>
 Ask	<p>How about objectives 5 and 6? In lesson 3, we talked about building positive interactions with the members we support.</p> <p>What are some ways we learned today have positive interactions?</p> <ul style="list-style-type: none"> • <i>Using a person-centered approach</i> • <i>Getting to know the individual beyond what their file reads</i> • <i>Person-first language</i> • <i>Disability etiquette</i> • <i>Cultural competency</i>
Say	We talked about person-first language.
Say	We want to make sure we always treat individuals and families we support with respect. This includes using person-first Language.
Ask	<p>Who can give an example of person-first Language?</p> <ul style="list-style-type: none"> • <i>The singer with a diagnosis of Cerebral Palsy</i>
Say	Demonstrating person-first language in all interactions with the individual and team is critical.
Say	We also learned about accepted disability etiquette.
Ask	Are there any questions about disability etiquette or anything else we've talked about today?

<p>Say</p>	<p>We are going to end this class with a video called “Credo for Support”. This Credo is on pages 33 and 34 of your participant guide if you would like to follow along. Once the video is over you can leave. Before I show the video, I would like to remind you that, to get credit for this class, you are required to take an online assessment. The assessment can be found in TraCorp by searching: DE2000.T1 DDD Foundations – Assessment. Please keep your Participant Guide. There are some great resources in it. You will also need it for the assessment.</p> <p>Also, you will be asked to complete a survey for this class. Your feedback is important to us!</p> <p>Are there any final questions before I play the video?</p> <p>Thank you!</p>
<p></p>	<p><i>Advance Slide</i></p>

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Instructor Note	<i>There is no debriefing of the video. The class is over when the video stops. The intent is for the participants to leave the class still thinking about the video.</i>