

# Foundations of the Division of Developmental Disabilities



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DEPARTMENT OF ECONOMIC SECURITY

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*Your Partner For A Stronger Arizona*

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# Housekeeping Items



Food & Drink



Restrooms



Parking



Cell Phone Policy



Break Areas




# Introductions


- Name
- Role/Where you work
- Experience in the field
- Favorite thing about your job



# Course Objectives



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

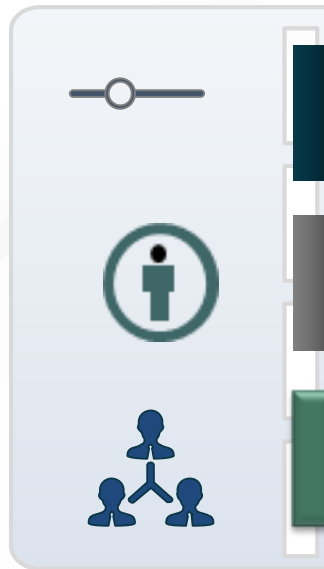


Use person-first language



Use accepted disability etiquette

# Course Agenda



Key Events in the History of Disabilities

Person Centered Approaches

Positive Interactions

# “True North”

<b>Department of Economic Security</b>	<b>Division of Developmental Disabilities</b>
Arizonans who qualify receive timely services and achieve their potential.	Empowering Arizonans with developmental disabilities to live self-directed, healthy and meaningful lives.



# The Ann Mills Story



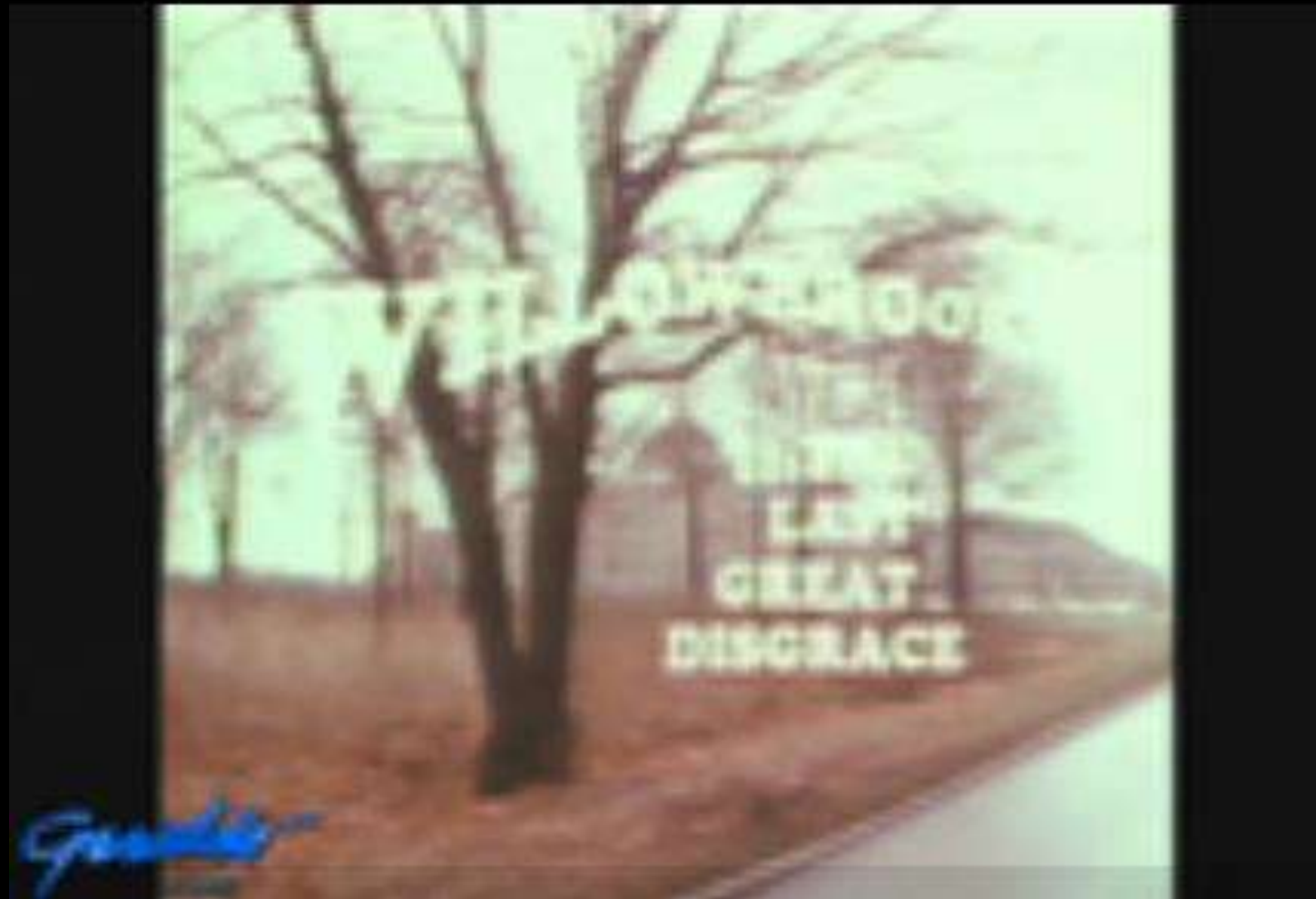




# Timeline Activity



# Willowbrook



# Timeline Activity 1972-2017



# SELF-DETERMINATION

- 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



# Person Centered Approaches



Thinking



Practices



Planning

# ALTCS Guiding Principles

Member-Centered Case Management

Collaboration with Stakeholders

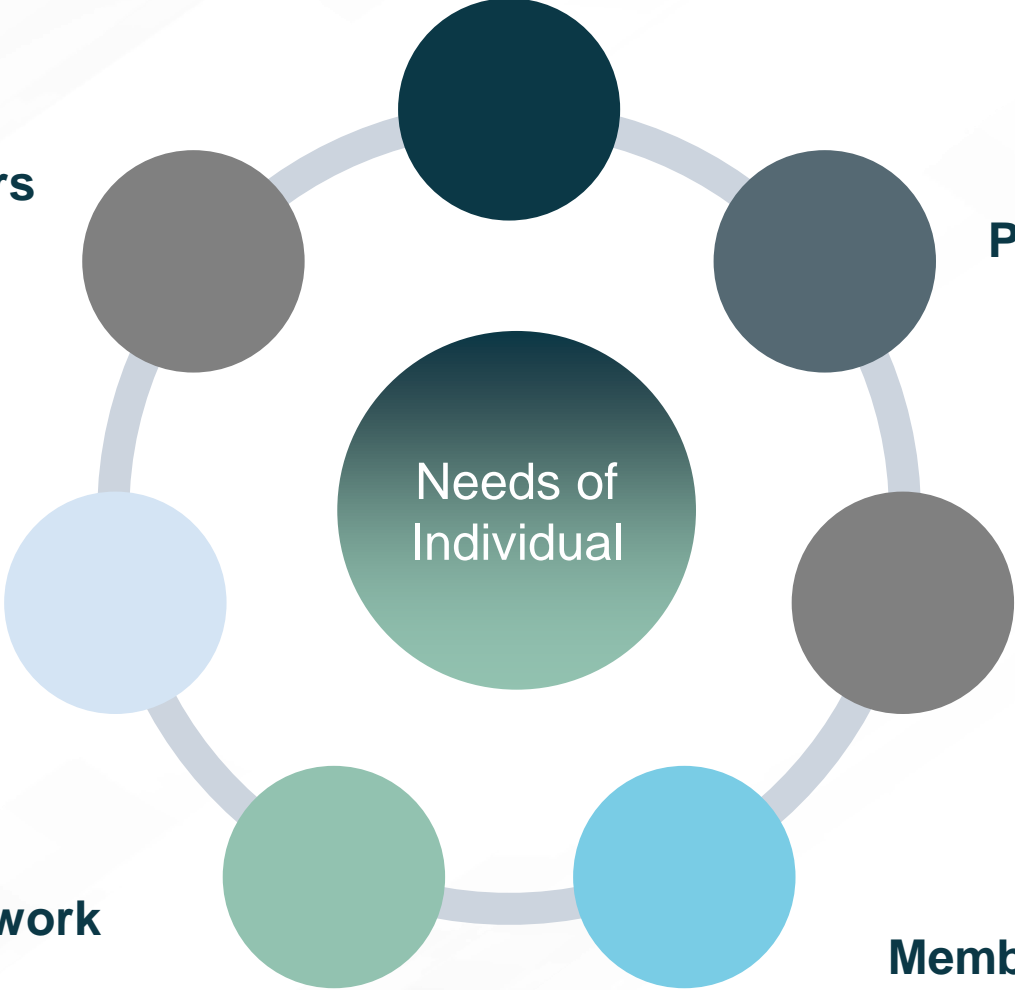
Person-Centered Planning

Consistency of Services

Most Integrated Settings

Accessibility of Network

Member-Directed Options



# Abe

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



## Person Centered...

What other information do you need to develop a plan using person centered approaches?



# More About Abe

Married

Lawyer

Helped start  
National banking  
system

Paved the way  
for abolition of  
slavery in U.S.

Two children

Famous

Elected to  
House of  
Representative

Gettysburg  
Address

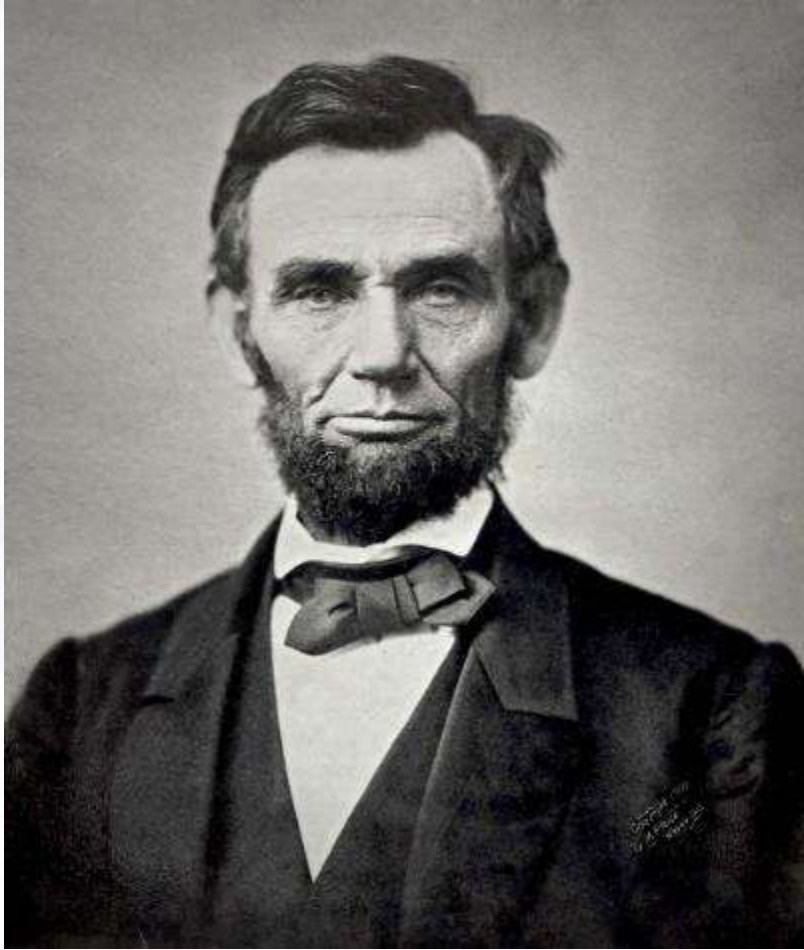
Born in log cabin

Wore a top hat

Assassinated

16th president

ABRAHAM



# President Abraham Lincoln

1809 - 1865

# Social Role Identification

What is the role of each person  
in the following slides?

































## Social Role Identification

How did you identify each person's role(s)?

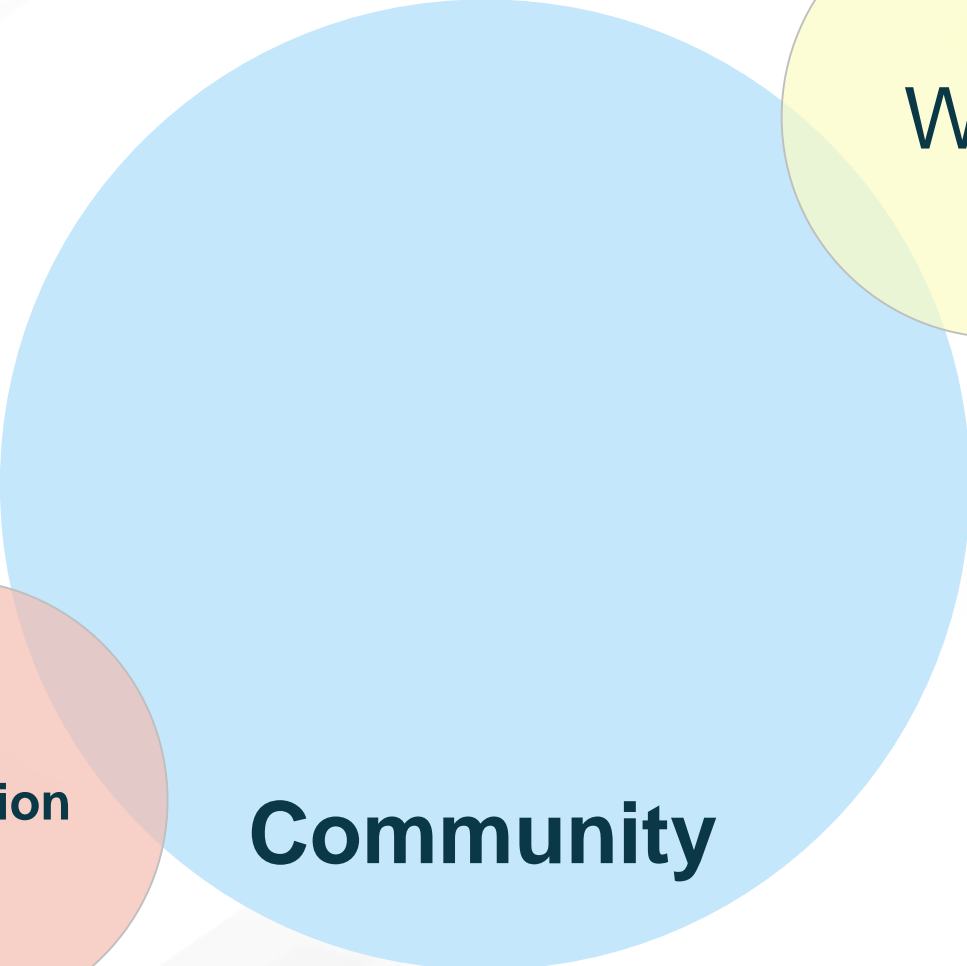
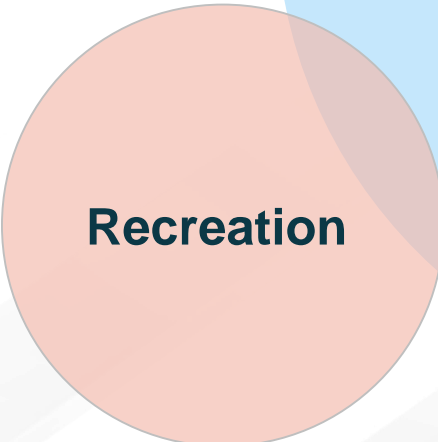






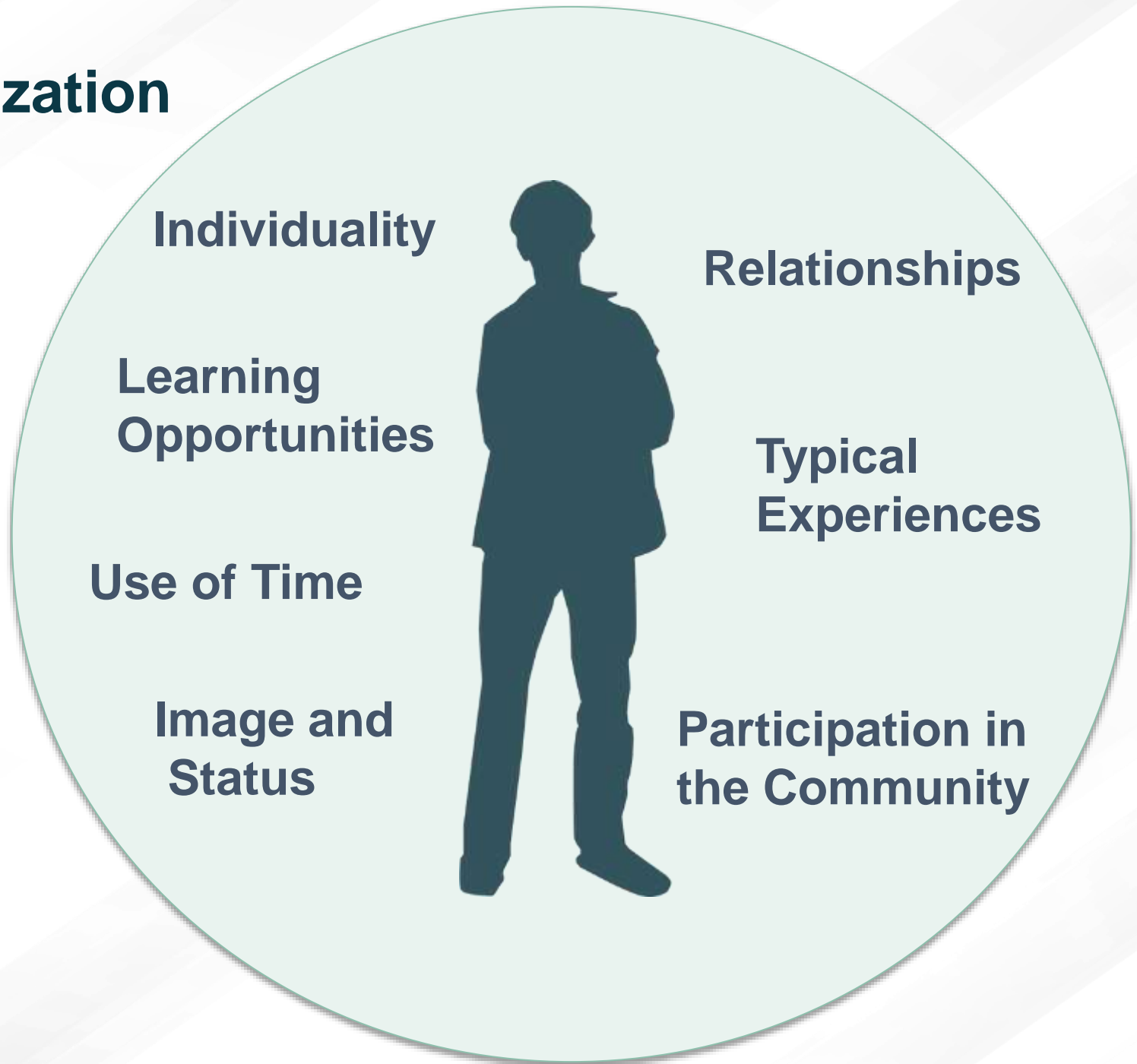
# Social Role Valorization

**Exclusion  
Inclusion**



# Supporting Social Valorization

Assist people who have been devalued to make choices that enhance their:



# Supporting Valued Roles Activity

**For the following scenarios, determine:**

*Possible valued roles based on the person's skills and interests*

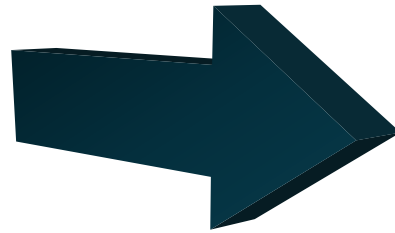
*Ways to support the person to develop their skills and interests into these roles.*



# Person-First Language Example

**Instead of:**

**“My  
Intellectually  
Disabled client.”**



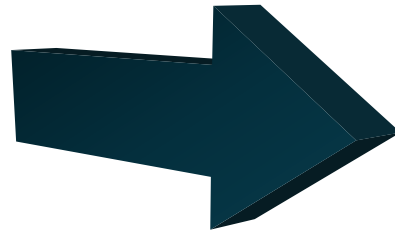
**Say:**

**“A member I  
support with a  
diagnosis of  
Intellectual  
Disability.”**

# Person-First Language Example

**Instead of:**

**“The Autistic member I support ”**



**Say:**

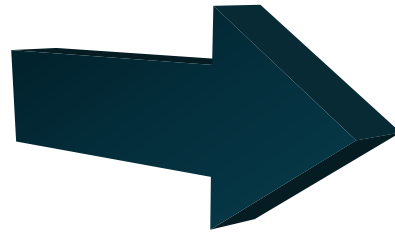
**“An individual I support who has a diagnosis of Autism.”**



# Person-First Language Example

**Instead of:**

**“My Downs  
Baby”**



**Say:**

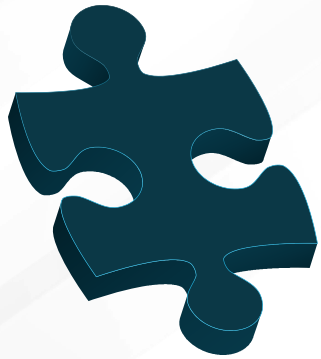
**“The individual I  
support who has  
a diagnosis of  
Down syndrome”**

# How do you Demonstrate Respect?

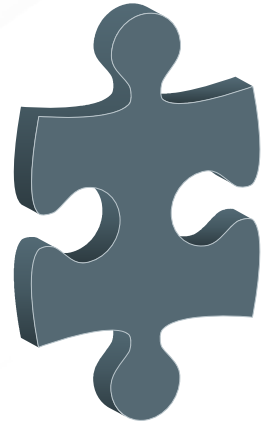
RESPECT  
RESPECT  
RESPECT



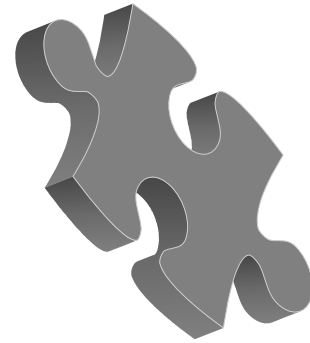
# Respectful Communication



**People with  
Intellectual  
Disability**



**People who use  
Alternative forms  
of  
Communication**



**People with  
Hearing  
Impairment**

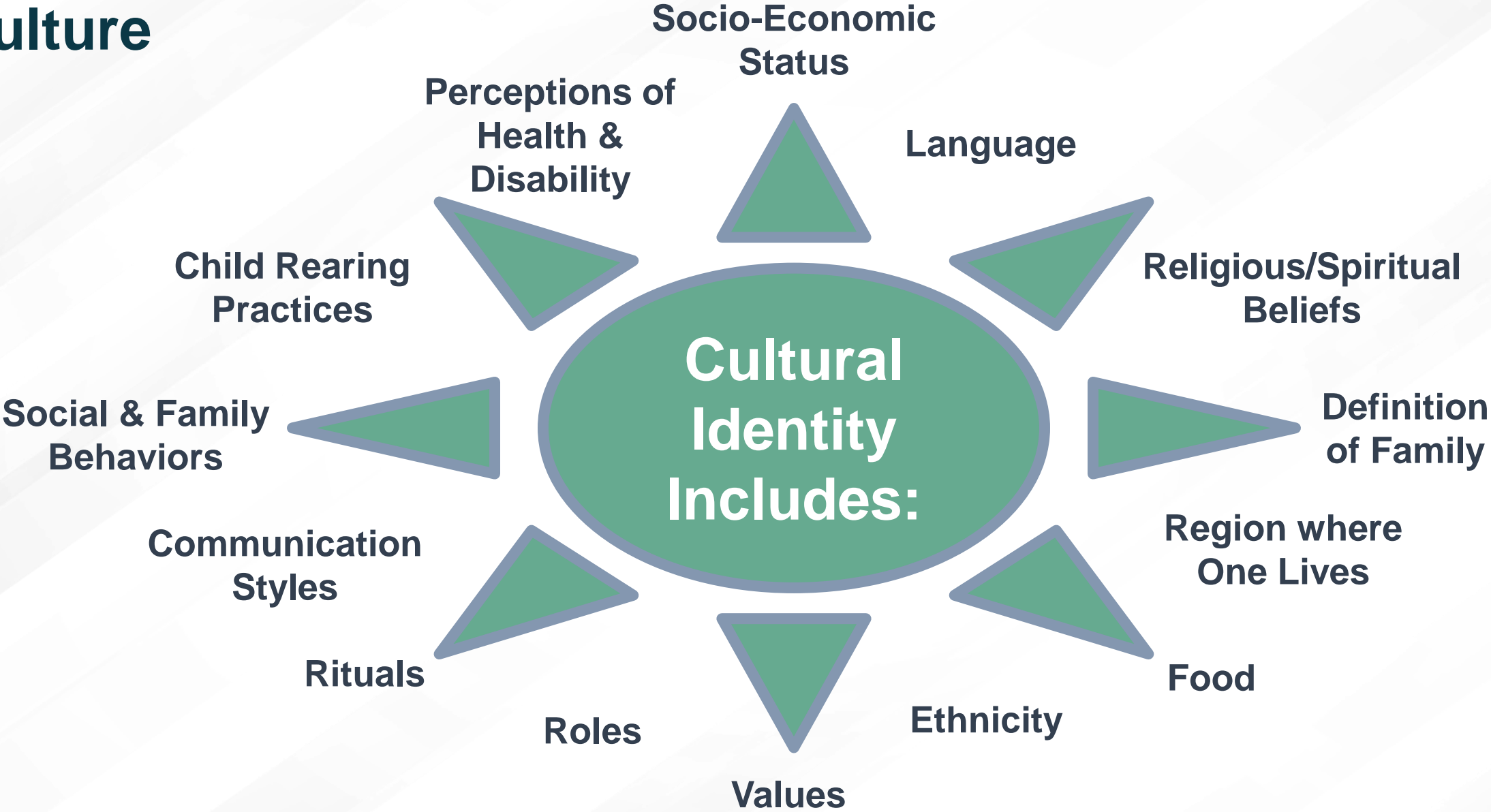


**People with  
Visual  
Impairment**




**People who use  
Wheelchairs**

# Culture






# Course Objectives



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# Credo for Support

