DDD Member Update

Division of Developmental Disabilities
Member Newsletter

DEPARTMENT OF ECONOMIC SECURITY
Your Partner For A Stronger Arizona

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Equal Opportunity Employer/Program

Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Genetic Information Nondiscrimination Act (GINA) of 2008; the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, disability, genetics and retaliation.

The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity.

If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact the Division of Developmental Disabilities ADA Coordinator at 602-542-0419; TTY/TDD Services: 7-1-1. Free language assistance for DES services is available upon request. Ayuda gratuita con traducciones relacionadas con los servicios del DES está disponible a solicitud del cliente.

Sensory Integration

By Dr. Robert Klaehn

This month's column is on "Sensory Integration" but it is known by other names, too: "Sensory Processing Disorder" or "Regulation Disorder." One of the best (and earliest!) books on this subject is "The Out-of Synch Child." But what does this mean? It means that the usual sensations from the world around us are uncomfortable or over-stimulating for the child with "Sensory Integration problems." These symptoms are most frequently seen in children with Autism. They are also seen in children exposed to methamphetamine before birth, young children who were born very prematurely and even some children with typical development. These symptoms can last into adulthood.

Let's talk about a common example: every parent of a child with Autism knows that it is tough to get their hair cut! The child won't cooperate, he or she will tantrum or try to get away. Why? It's because someone is trying to put a *noisy, buzzing, vibrating thing close to their head*! For the rest of us, we can put up with it because we know that our hair will look nice, but for kids with Autism, the uncomfortable sensory input gets in the way.

All of us have sensations we like or don't like. I ask people if they are a "light touch" or "heavy touch" person. Me, I am a "heavy touch" person…I like a good hug or a firm handshake…a light touch doesn't feel good to me.

This is also why kids with Autism don't like certain foods or dislike having their teeth brushed (it doesn't feel right in their mouth) or why they don't like certain clothes (it doesn't feel right on their skin). For more information, visit www.spdstar.org.

Next month, we will talk about what can be done to help.

What I did over my Summer Vacation

Students, how would you like to say your summer was spent earning some spending money because YOU GOT A JOB?

Students, at least sixteen years of age, should talk to their Support Coordinator about working in their area this summer. Many providers are gearing up with extra jobs. The jobs can help students find out what they do well. Students also learn what they like and don't like doing. They learn what kind of work they might want to do after graduation. Summer jobs help the student and their family work on transition planning with their teachers. Best of all, students can earn extra money at the same time!

Another option that may be available is a Young Adult Transition Training Program. This program helps students learn general work skills. All employees need to have these skills to get and keep a job.

Contact your Support Coordinator or Employment Specialist to ask what might be available to you.

DDD Office of Family and Community Resources

This office is in the DDD Central Office in Phoenix. Some of their duties are:

- Helping members, families and providers.
- Taking complaints from across the state.
- Answering the DDD 1-800 number and webmail questions
- Coordinating the Human Rights Committees.
- Holding community meetings and attending community fairs.
- Publishing newsletters.
- Sharing Medicare, Social Security and Medicaid information.

To reach this unit:

- Call 1-866-229-5553 or 602-542-6850
- Email: DDDHotline@azdes.gov
- Email: DDDWeb@azdes.gov

Cultural Competency

- Cultural competency has a positive effect on patient care. Health Care staff provide services that are respectful to all people.
- Culture may affect health, healing and how people think about getting well.
- Culture may affect how illness, disease, and their causes are viewed by the patient.
- Culture may affect a patient's attitude toward health care staff.
- The key to good relationships is to accept and respect cultural differences.
- Cultural competence supports positive health results and benefits people.

Source: National Institutes of Health

Developmental Disabilities Advisory Council

The Developmental Disabilities Advisory Council is a special group that meets to discuss issues about developmental disabilities.

Anyone can go to the meeting. The next meeting is July 8, 2014. Call 602-542-6850 for more information.

Correction

In our last issue, we said that Carrie Raabe was the first person with a developmental disability to serve as Chairperson of the DDAC. We were wrong. Edna Bonham was the first person. Congratulations Ladies!!

HIV /AIDS Testing for Pregnant Women

Source: CDC—INFO

One Test. Two Lives. is a campaign from the Centers for Disease Control and Prevention. It makes it easy to get information for health care staff and patients. It also helps urge mothers to get prenatal testing for HIV.

HIV testing during each pregnancy is important. If the mother is HIV positive, treatment can improve her health. It lowers the chance that the mother will pass HIV to the baby before, during, or after birth.

The treatment is best when started as early as possible during pregnancy. There are still great health benefits to beginning treatment during labor or shortly after the baby is born.

Treatment during pregnancy can lower the rate HIV spreads to 2% or less. The rate HIV spreads without medical care is 25%.

You can ask your health care staff for an HIV test. Many medical clinics, community health centers and hospitals offer them, too.

Benefits Information

Social Security has two programs that help you if you have a disability. One is Supplemental Security Income (SSI). The other is Social Security Disability Insurance (SSDI). Here are some facts:

SSI

- Money comes from federal taxes.
- Money comes to you each month if you are eligible.
- You must have few resources.
- Money is based on financial need.
- You can get AHCCCS.

SSDI

- Money comes from the Social Security trust.
- The money comes each month. The worker must have paid Social Security taxes long enough.
- An adult disabled before age 22 may get SSDI. Their parent must have started to get retirement, disability, or have died.
- Money is based on what a person was paid when working.
- A person can get Medicare after getting SSDI for two years.

For help, go to www.ssa.gov, call 1-800-772-1213 or contact your local Social Security office.