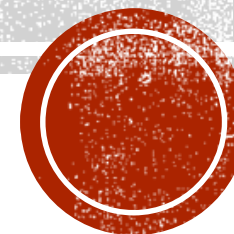


DEVELOPMENTAL DISABILITIES



WHAT IS A DEVELOPMENTAL DISABILITY?

- severe, long-term conditions
- may be physical, such as blindness and cerebral palsy
- They may affect mental ability, such as learning disorders.
 - But are not mental illnesses.
- Or they can be both physical and mental, such as Down syndrome
 - Or autism



GENERAL TIPS

- ***Always ask the person how you can best assist!***
- **Ask for/Look for:**
- An identification bracelet with special health information.
- Emergency contact information to reach the person's family.
- Essential equipment and supplies (for example: wheelchair, walker, oxygen, batteries, communication devices [head pointers, alphabet boards, speech synthesizers, etc.]).
- Mobility aids (for example, wheelchair, cane, walker or an assistance or service animal).
- Special health instructions (for example: allergies).
- Special communication information (for example:, is the person using sign language?).
- Signs of stress and/or confusion (for example, the person might say [s]he is stressed, look confused, withdraw, start rubbing their hands together).
- Conditions that people might misinterpret (for example, someone might mistake Cerebral Palsy for drunkenness).
- Try to include the person in conversations with other people; don't talk about a person in front of that person.
- If the person does not use words to speak, look for gestures or other behaviors that communicate what the person is wanting to express.
- Don't assume that people do not understand just because they don't use words to communicate.



PEOPLE WITH MOBILITY IMPAIRMENTS

- Always ask the person how you can help before beginning any assistance. Even though it may be important to evacuate quickly, respect their independence to the extent possible. Don't make assumptions about the person's abilities.
- Ask if they have limitations or problems that may affect their safety.
- Some people may need assistance getting out of bed or out of a chair, but CAN then proceed without assistance.

- Here are some other questions you may find helpful:
 - "Are you able to stand or walk without the help of a mobility device like a cane, walker or a wheelchair?"
 - "You might have to [stand] [walk] for quite awhile on your own. Will this be ok? Please be sure and tell someone if you think you need assistance."



PEOPLE WITH MOBILITY IMPAIRMENTS

- If the conversation will take more than a few minutes, sit or kneel to speak to the person at eye level.
- Wheelchair users are trained in special techniques to transfer from one chair to another.
- Depending on their upper body strength, they may be able to do much of the work themselves.
- Ask before you assume you need to help, or what that help should be.





COGNITIVE IMPAIRMENTS

- Say:**

- My name is.... I'm here to help you, not hurt you.
- I am a ... (name your job).
- I am here because ... (explain the situation).
- I look different than my picture on my badge because ... (for example, if you are wearing protective equipment).

- Show:**

- Your picture identification badge (as you say the above).
- That you are calm and competent.



COGNITIVE IMPAIRMENTS

- Give:**

- Extra time for the person to process what you are saying and to respond.
- Respect for the dignity of the person as an equal and as an adult (example: speak directly to the person).
- An arm to the person to hold as they walk. If needed, offer your elbow for balance.
- If possible, quiet time to rest (as possible, to lower stress and fatigue).

- Use:**

- Short sentences.
- Simple, concrete words.
- Accurate, honest information.
- Pictures and objects to illustrate your words.





I Want...

Go to Bed 	Sit Up 	Lay Down 	Lower temperature 	Raise Temperature
Reposition 	Blanket 	Wheelchair 	Change Diaper 	Go to the Bathroom
Eat 	Drink 	Turn TV On 	Volume up 	Volume Down
Change channel 	Turn TV off 	Shower 	Pain medicine 	take medicine

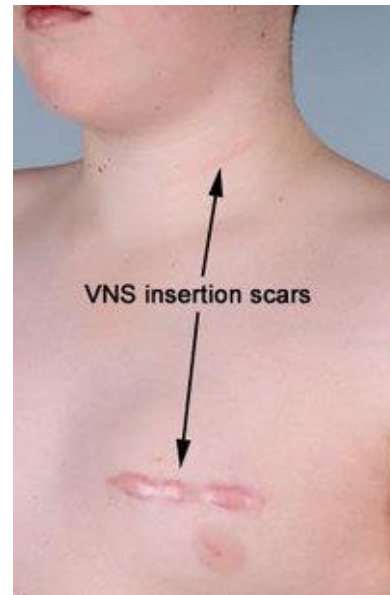
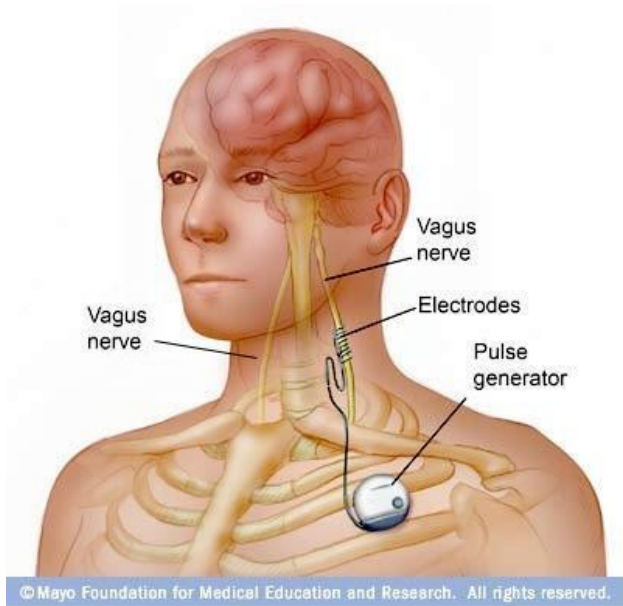


PEOPLE WITH SEIZURE DISORDERS

- Seizures are sudden, uncontrolled electrical disturbance in the brain.
- It can cause changes in your behavior, movements or feelings, and in levels of consciousness.
- There are 2 major kinds
 - Focal – will stare off, not be able to respond to commands or even recognize what is happening around them
 - Generalized – body shakes, may lose control of bladder – generally fatigue following seizure



PEOPLE WITH SEIZURE DISORDERS



PEOPLE WITH HEARING IMPAIRMENTS

- Hearing aids do not guarantee that the person can hear and understand speech. They increase volume, not necessarily clarity.
- If possible, flick the lights when entering an area or room to get their attention.
- Establish eye contact with the individual, not with the interpreter, if one is present.
- Use facial expressions and hand gestures as visual cues.
- Check to see if you have been understood and repeat if necessary.
- Offer pencil and paper. Write slowly and let the individual read as you write.
- Written communication may be especially important if you are unable to understand the person's speech.
- Do not allow others to interrupt you while conveying the emergency information. One person should be the source of communication.
- Provide the person with a flashlight to signal their location in the event they are separated from the rescue team. This will facilitate lip-reading or signing in the dark.
- While written communication should work for many people, others may not understand English well enough to understand written instructions. Keep instructions simple, in the present tense and use basic vocabulary.



PEOPLE WITH VISUAL IMPAIRMENTS

- There is a difference between visual impairment and blindness. Some people who are "legally blind" have some sight, while others are totally blind.
- Announce your presence, speak out, and then enter the area.
- Speak naturally and directly to the individual.
- Do not shout.
- Don't be afraid to use words like "see," "look," or "blind."
- State the nature of the emergency and offer them your arm. As you walk, advise them of any obstacles.
- Offer assistance but let the person explain what help is needed.



PEOPLE WITH VISUAL IMPAIRMENTS

- Do not grab or attempt to guide them without first asking them.
- Let the person grasp your arm or shoulder lightly for guidance.
- They may choose to walk slightly behind you to gauge your body's reactions to obstacles.
- Be sure to mention stairs, doorways, narrow passages, ramps, etc.
- When guiding someone to a seat, place the person's hand on the back of the chair.
- If leading several individuals with visual impairments, ask them to guide the person behind them.
- Remember that you'll need to communicate any written information orally.
- When you have reached safety, orient the person to the location and ask if any further assistance is needed.
- If the person has a service animal, don't pet it unless the person says it is ok to do so. Service animals must be evacuated with the person.



USE OF SERVICE ANIMALS

- Remember – a service animal is not a pet.
- Do not touch or give the animal food or treats without the permission of the owner.
- When a dog is wearing its harness, it is on duty. In the event you are asked to take the dog while assisting the individual, hold the leash and not the harness.
- Plan to evacuate the animal with the owner. Do not separate them!
- Service animals are not registered and there is no proof that the animal is a service animal. If the person tells you it is a service animal, treat it as such. However, if the animal is out of control or presents a threat to the individual or others, remove it from the site.



AUTISM

- Autism spectrum disorder (ASD) is a general term for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviors.
- Our Brain is constantly telling our muscles what to do, so we can be in the right place, assume the right body position, and make the correct body part movements at any given time. Flooded with messages from the sense organs, the brain mutes thousands of messages and magnifies a few hundred.
- Our brain automatically works at muting and magnifying messages to make sense of many different kinds of sensations
- With Autism the brain is not successful in muting and magnifying messages appropriately – leading to sensory processing errors



TACTILE SENSITIVITY



educo
Psychological training for life
www.monstressen-spirit.com



VESTIBULAR



ORAL MOTOR



SENSORY INTEGRATION



AUDITORY

- **An example of this is other they only hear one of three words spoken to them.**
- **Use short direct sentences**
- <https://www.youtube.com/watch?v=TNBV66MLGXc>



AUDITORY



www.shutterstock.com | 133620404



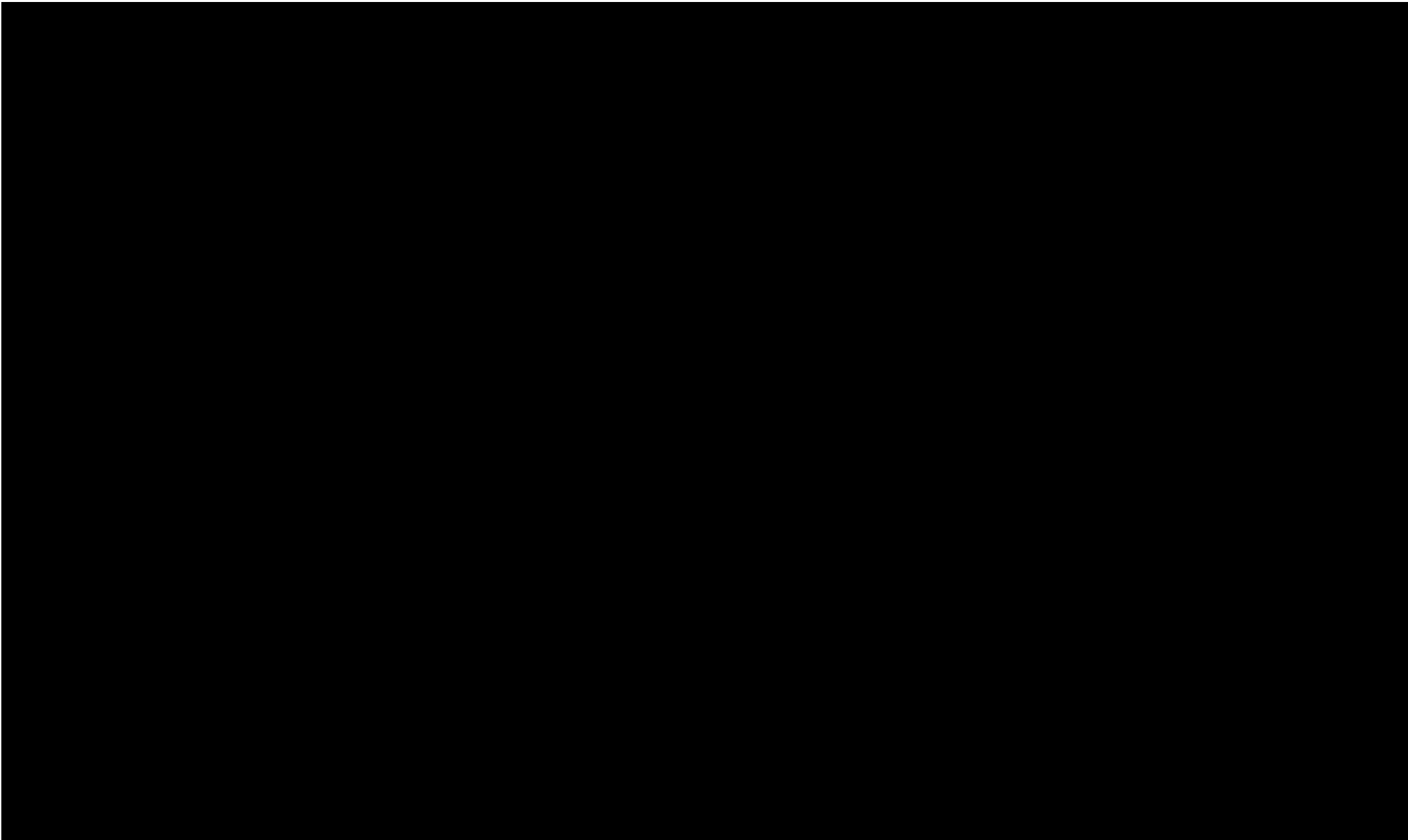
ANGEL SENSE



The advertisement features a composite image. At the top left, a young boy with blonde hair is smiling. To his right, a woman in a white shirt is looking at a smartphone. Below these images, a white smartphone displays the AngelSense app interface, which includes a list of location-based alerts such as 'Home', 'School', and 'Store'. Next to the phone is a small, black, rectangular GPS tracker device. The background of the bottom half of the advertisement is a solid teal color.

**GPS Tracker Designed
for Children with Autism**





QUESTIONS

- **Mercer County Board of Developmental Disabilities**
 - 419-586-2369
- **Van Wert County Board of Developmental Disabilities**
 - 419-238-6131
- **Paulding County Board of Developmental Disabilities**
 - 419-399-4800

