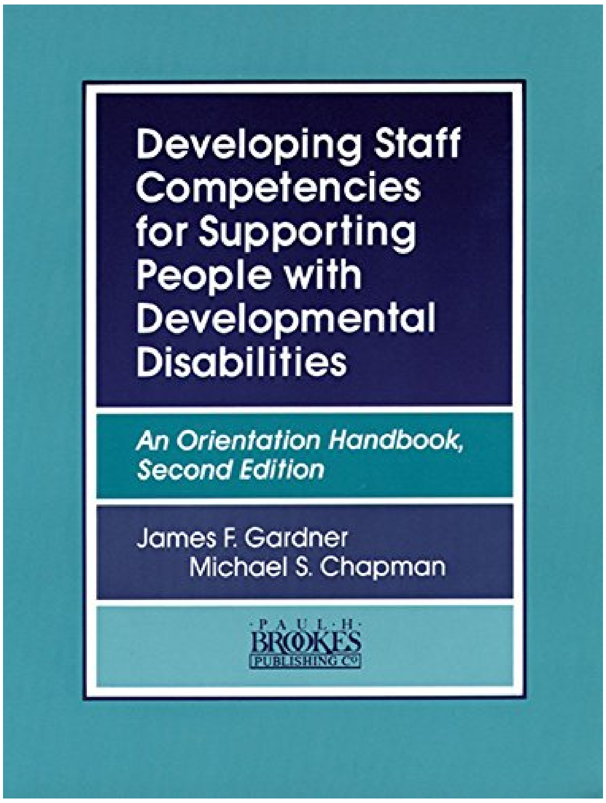
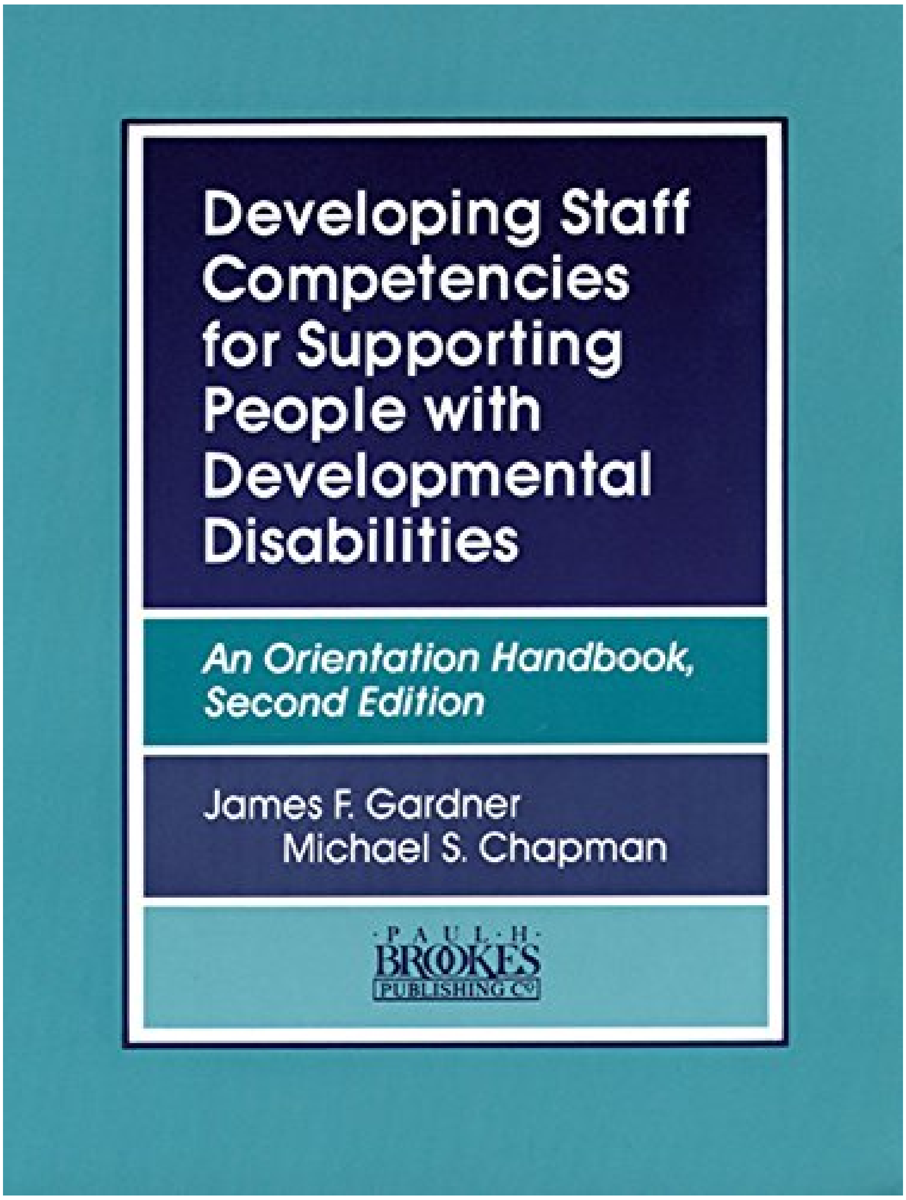
DEVELOPING STAFF COMPETENCIES FOR SUPPORTING PEOPLE WITH DEVELOPMENTAL DISABILITIES: AN ORIENTATION HANDBOOK BY JAMES GARDNER "PH.D. M.A





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Do you assume that reading is an essential activity? Discover your reasons adding is very important. Reviewing an e-book **Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A** is one component of enjoyable activities that will certainly make your life high quality a lot better. It is not regarding only exactly what type of e-book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A you read, it is not just regarding exactly how several e-books you check out, it's concerning the behavior. Checking out practice will certainly be a means to make publication Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A as her or his buddy. It will no concern if they spend cash as well as invest more books to complete reading, so does this e-book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A

Review
"Gardner and Chapman have written a handbook in the best sense of the word . . . a guide to the process of learning and change in the direction of current trends such as inclusion and respectful philosophies of care."

About the Author

From 1977 to 1986, Dr. Gardner served as Director of Community Programs and then as Vice President for Community Program Development at The Kennedy Institute at The Johns Hopkins University. Dr. Gardner received his doctoral degree in a dual program of American Studies and American Social History from Indiana University. He was awarded a Joseph P. Kennedy, Jr., Post-doctoral Fellowship in Medical Ethics at the Harvard Medical School. Dr. Gardner later completed the Masters in Administrative Sciences program at The Johns Hopkins University. Dr. Gardner holds faculty appointments at The Johns Hopkins University and the University of Maryland. He has written and edited numerous publications in the field of human services. Dr. Gardner is a nationally recognized leader in the application of quality improvement methods to the field of human services. Through presentations at national conferences, in his teaching and writing, and during organizational consultations, Dr. Gardner argues that the measurement of quality must move from compliance with organizational processes to facilitating person-centered outcomes for people.

Michael S. Chapman, M.Ed., is Assistant Vice President of Kennedy Krieger Community Resources at the Kennedy Krieger Institute in Baltimore, Maryland.

Excerpted from chapter 1 of Developing Staff Competencies for Supporting People with Developmental Disabilities: An Orientation Handbook, Second Edition, by James F. Gardner, Ph.D., M.A.S., & Michael S. Chapman, M.Ed.

Learning Objectives

Upon completing this chapter, the reader will be able to:

State the importance of using labels in the design and implementation of services for individuals with developmental disabilities IntroductionYou have chosen a career in human services for people with developmental disabilities at an important and exciting time. The past 3 decades have produced major advances in legislation, programs, and services in this area. New opportunities for and expectations of people with disabilities have occurred. Many individuals now live independently in the community and are no longer confined in isolated institutions. they are moving from activity centers to supervised employment settings and workstations in industry. They participate in community recreational activities and attend classes in community colleges.Numerous innovative and exciting programs for persons with developmental disabilities have been developed in recent years. Successful parent training and in-home support programs enable families to raise children at home. Parent-to-parent support groups provide peer assistance. Children with severe disabilities, previously considered "beyond help," are now receiving a public education in community schools. Community college have developed special programs; such courses as money management, riding the bus, cooking, assertiveness training, and white-water rafting are designed with the assumption that individuals with developmental disabilities can learn. Like everyone else, they posses a range of skills and abilities.The fact that an individual has a developmental disability does not, in itself, indicate what that person can or cannot do or what he or she likes to do. Applying the tem developmental disabilities to an individual does not help to identify his or her strengths and needs. Because of these different capabilities, instruction, training, and counseling must be individualized for each person. Such an approach enables you to work on personal strengths and needs. It also allows you to concentrate on what each individual with developmental disabilities thinks is important.The works of employees in the human services field should assist individuals with developmental disabilities to increase their functional independence and to make their own decisions. This does not mean that you or your agency should not provide the necessary supportive services to the individuals; in fact, they often need support. For instance, a person who fails to meet hi or her own goals may need support. Whenever possible, however, the responsibility for the decision making should be returned to the individual with a developmental disability. As the person gains new skills and behaviors and exert less influence and control.You will encounter many labels, diagnoses, and other technical terms in your work. These are important in some situations, but the individual is more important than the diagnosis or label. His or her basic needs are the same as yours. In addition to the bare necessities of food, clothing, and shelter, each individual needs recognition, opportunity for self-expression, and friendships.This book offers insight into working with individuals with developmental disabilities. It is important for the employee to have a clear understanding of the term developmental disability. In exploring the tem, this chapter begins by defining it and describing the changes in its definition that have occurred during recent years. The chapter includes a discussion of the shift from the former categorical approach in defining developmental disabilities to the current functional approach.Also provided are definitions and overviews of disabilities — mental retardation, cerebral palsy, epilepsy, autism, and dyslexia.DEFINITIONS OF DEVELOPMENTAL DISABILITYCategorical approachThe definition of developmental disability has changed over time from a categorical definition to a functional one. 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It is important to understand that mental retardation may be a developmental disability, but a developmental disability may not be mental retardation. Individuals with developmental disability may not be mental retardation. Individuals with developmental disabilities do not necessarily have mental retardation. For example, a person with cerebral palsy has a developmental disability but may not have an intellectual impairment.The first requirement of the 1973 definition, that the disability has to originate in childhood, refers to the period from birth through 18 years. the second requirement indicates that the disability is likely to continue indefinitely, even though the individual learns skills and behaviors and has supports in achieving increased independence. The final requirement that the developmental disability must constitute a substantial disability refers to its severity and its impact on the individual's ability to function in daily life,. The disability must be severe enough to interfere with daily living.Functional ApproachThe categorical definition of developmental disabilities above resulted in an emphasis on the person's condition or label. The labeling process stigmatized the individual. Rather than being a person or being viewed a person first, the individual became the disability. Terms such as "spastic quad," "the Down's baby," "slow learner," or "retardate" were common descriptive terms used by professionals in the field when describing with developmental disabilities.In addition, such terms provide no information about the person. "Retardate" does not describe the person's likes, interests, and abilities. The term does not indicate what supports are needed to assist the individual to achieve his or her goals.In order to de-emphasize the label, the definition of developmental disabilities has changed. 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Knowledge of the general terms of mental retardation, cerebral palsy, epilepsy, dyslexia, and autism helps human services employees to identify differences and similarities.The diagnostic category of the disability, however, does not provide any information about an individual's capabilities or needs. Diagnostic labels do not indicate what the individual wants to do, can do, or cannot do. In fact, differences among individuals within a single diagnosis can be as great as those among individuals in different categorical groups.

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Picture that you get such particular amazing experience and also understanding by just checking out a publication **Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A**. Exactly how can? It seems to be better when a publication could be the most effective point to find. Books now will show up in published and also soft documents collection. One of them is this book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A It is so common with the printed publications. However, lots of people in some cases have no area to bring the e-book for them; this is why they can't read the publication anywhere they desire.This *Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A* is extremely proper for you as novice visitor. The readers will constantly start their reading habit with the favourite style. They may not consider the writer and also author that create the book. This is why, this book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A is really appropriate to read. However, the concept that is given in this book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A will show you lots of points. You could begin to enjoy also checking out up until the end of guide Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A.Additionally, we will discuss you guide Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A in soft documents types. It will certainly not disturb you to make heavy of you bag. You need just computer system device or device. The web link that our company offer in this site is offered to click and after that download this Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A You recognize, having soft data of a book Developing Staff Competencies For Supporting People With Developmental Disabilities: An Orientation Handbook By James Gardner "Ph.D. M.A to be in your tool could make ease the users. So in this manner, be an excellent user now!

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