

RUTGERS

New Jersey Agricultural
Experiment Station

Creating Successful Extension Programming for Clientele with Developmental Disabilities

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Series Overview

- Module 1: Overview of Disabilities
- Module 2: Disabilities and Learning
- Module 3: Understanding and Managing Behavior
- Module 4: The Importance of Visual Supports
- Module 5: Understanding Disabilities Laws and Making Program Accommodations & Modifications

Series Objectives

Participants will:

1. expand their knowledge of common developmental disabilities.
2. develop an understanding of the relationship between developmental disabilities and learning styles.
3. develop an understanding of the different types of problematic behaviors and their common triggers and learn techniques for preventing and managing problematic behavior.
4. develop an understanding of the visual learning style and how visual supports help individuals to be more successful in the learning environment.
5. develop an understanding of what resources are available to accommodate clientele with disabilities.

Intro Activity

- What does the term “developmental disability” mean to you?
- List 2-3 words or phrases on your index card that describe or define the meaning of the term developmental disability.

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Overview of Developmental Disabilities

Developmental Disabilities

- Developmental disabilities are a group of conditions due to an impairment in physical, learning, language or behavior areas.
- Over 6 million individuals in the U.S. have developmental disabilities.
- About 1 in 6 children between the ages of 3 and 17 in the U.S. have one or more developmental disabilities or developmental delays which usually last throughout a person's lifetime.

Facts About Developmental Disabilities

<http://www.cdc.gov/ncbddd/developmentaldisabilities/facts.html>

Brief Definitions of Developmental Disabilities

- Learning disabilities (LD) are neurological disorders that affect the brain's ability to store, process, and communicate information.
- Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD) are neurological disorders characterized by distractibility, forgetfulness, inability to concentrate, poor attention span, and impulsiveness.
- Attention Deficit Hyperactivity Disorder has the same characteristics as ADD but also includes hyperactivity.

Brief Definitions of Developmental Disabilities

- Autism Spectrum Disorder is a group of developmental disabilities
- Intellectual Disability (ID) is a term used to describe when there are limits to a person's ability to learn
- Sensory Processing Disorder or SPD is a complex group of neurobiological disorders
- Tourette Syndrome is a neurological disorder

Learning Styles

- There are three main learning styles:
 - Auditory
 - Kinesthetic
 - Visual
- Though most individuals utilize a blend of the three, visual learning predominates in those with developmental disabilities

Instructional Techniques to Enhance Learning

- Break tasks down into small, manageable steps
- Pace the lesson or activity according to the needs and abilities of the group
- Build in as much routine, structure and predictability as possible
- Use visual supports and cues (especially useful when explaining what is going to happen next)
- Use simple and clear one-step directions

Instructional Techniques to Enhance Learning

- Plan activities that encourage opportunities to practice a new concept over and over
- Include hands-on activities
- Model or demonstrate tasks
- Use passive and active techniques and include movement breaks
- Reward with verbal praise and positive reinforcement

Group Activity

- Working in a small group (3-4 individuals) review the scenario
- Identify the type of disability or disabilities of the student(s)
- Identify the instructional techniques that you believe would be most effective in this situation
- Report back

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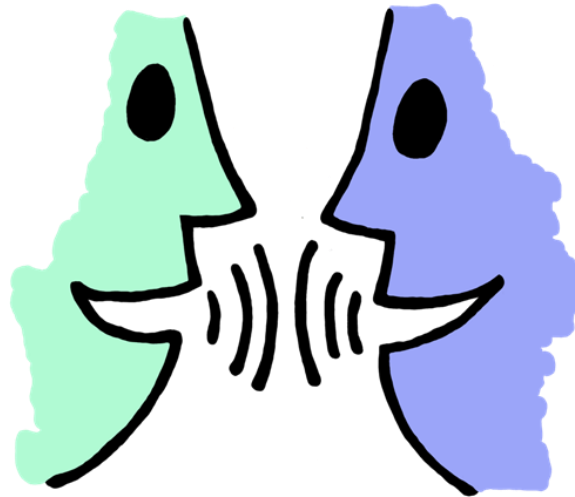
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Understanding and Managing Behavior

Behavior is Communication

- All behaviors, even a negative or problematic behavior, serve a purpose.
- Behavior is a form of communication!



Types of Problematic Behavior

- Attention-seeking
- Work avoidance
- Escape
- Sensory (It “feels good”)

Do not take problematic behavior personally.

Common Triggers of Negative Behavior

- Difficulty ***transitioning*** from one activity to another
- Difficulty ***understanding or following directions***, especially if they are multi-step directions
- ***Frustration*** with the task
- ***Lack of structure*** in the environment
- ***Sensory overload***



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Understanding Disabilities Laws and Making Program Accommodations

Cooperative Extension

Equal Opportunity Program Provider

- Cooperative Extension educational programs are offered to all
- Cooperative Extension encourages individuals with disabilities to participate in its programs and activities
- If you need to make accommodations contact your State Extension Director's Office, local or state Department of Human Services, or the Affirmative Action Officer in your place of work
- Check with your county or state disability services agency to access available services that may assist you as a program provider to better serve your participants

Program Accommodations

- Alterations to the environment, curriculum format or equipment
- Allow learners to gain access to content and/or complete assigned tasks
- Do not alter what is being taught
- Examples include
 - Sign language interpreters
 - Extended time
 - Large-print text
 - Assistance from another individual (peer, volunteer, aide)

Source: <http://www.washington.edu/doit/what-difference-between-accommodation-and-modification-student-disability>

Program Modifications

- A change in curriculum or educational content
- Examples include:
 - Reduce the number of tasks or activities
 - Provide content at an easier reading level
 - Provide an alternate assignment that is more easily achievable
 - Modify the program requirements

Physical Accommodations

- Ensure that the physical environment meets participants' needs
- Check with Office of Disability Services

Choosing Words with Dignity

- The term handicapped should NOT describe an individual.
- Use terms that the person with the disability prefers.
- Use Person-First language.
- Encourage the person to do or speak for himself/herself.
- Avoid excessive praise and words that evoke pity.

Training & Resources Available

- In-Person Training
- On-Line Modules
- Fact Sheets

For More Information

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