

“What you Always Needed to know but were mostly never told

NAME: _____

AGENCY: _____

DATE: _____

Handout for Program Two, Parts 1-7

What We Always Needed to Know About Intellectual Impairment but Were Mostly Never Told

With ©John Armstrong

Utilising the teachings and writings of many authorities who have studied and written about this topic over many years

1

Check their legacy at

z.umn.edu/valuinglives

2

Criterion of the Least Dangerous Assumption:

- In the absence of _____ data, decisions and practices should be based on _____ which, if incorrect, will have the _____ dangerous effect on the _____

3

“What you Always Needed to know but were mostly never told

FRAMEWORK NUMBER ONE

Cognitive Challenges
That Affect All To Some Degree

4

Think of someone you know well and consider one of the following:

- *Incidences that have occurred in their past*
- *Situations they may currently have difficulty with*
- *Things about the person other people do not understand*
- *Methods the person uses to cope with particular situations e.g.; different movements, objects etc*

5

Consider the Different Styles of Cognitive Ability and Thinking (based on Donnellan 1988)

- **Temporal** vs _____
- **Transient** vs _____
- **Time based** vs _____
- **Analytic** vs _____
- **Generalisation** vs _____
- **Flexible Rules** vs _____

6

“What you Always Needed to know but were mostly never told

Some Learning Characteristics Associated With Individuals Challenged by Communication and Behaviour Disorders (Donnellan 1988)

- | | |
|-----------------------|--|
| • High skill areas: | • Low skill areas: |
| • Physical properties | • _____ |
| • Spatial properties | • _____ |
| • Motor memory | • Symbolic representation:
<i>time, money, language,</i>
_____ |
| • Rote learning | • Means/ends - _____ and
_____ |

7

FRAMEWORK NUMBER TWO

Volitional Challenges That Affect All To Some Degree

References: Keilhofner, Goleman, Wolfensberger

8

The Rider and The Elephant



THE RIDER: _____,
analysis, considered direction,
rational reasoning

THE ELEPHANT: Emotion,
desires, values, impulses and
_____ that must be
harnessed constructively

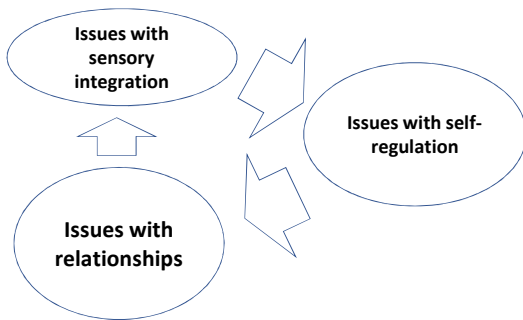
9

“What you Always Needed to know but were mostly never told

What are some implications for supporting people who may have weak or poor volition around key aspects of their life?

10

Broad impacts of trauma...



Forming a Foundation to Guide Decisions

- Therefore, choice, autonomy and rights are tied to the roles people occupy. No _____. No _____.
- What if people select 'de-valorizing' choices
 1. Provide _____ about the likely outcomes of the choice (referred to as "culturally embedded non-coercive feedback");
 2. Build relationships and _____ between people that model adaptive behaviour including self-restraint ie; a peer group;
 3. Do not _____ the persons choices unless it is
 1. _____, and
 2. Is under the direction of (hopefully functional) _____ bodies, providing due process, Least Restrictive Alternatives, is not long-term, and with effective review mechanisms.

“What you Always Needed to know but were mostly never told

FRAMEWORK NUMBER THREE

Movement Differences

References: Vygotsky, Luria, Sacks, Donnellan and Leary

13

Lev S. Vygotsky

“A child whose development is impeded by a defect is not merely a child less developed than his peers.

Rather he has developed differently”

14

Oliver Sacks (1970): *The Man who Mistook his Wife for a Hat and Other Clinical Tales.*

- “...there is always a reaction, on the part of the affected organism or individual, to restore, to replace, to compensate for and to preserve its identity, however strange the means may be...” (p. 6).

15

“What you Always Needed to know but were mostly never told

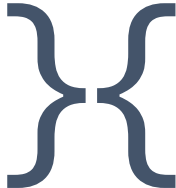
Movement Difficulty is

- A _____ in the organisation and regulation of perception, action, _____, language, speech, thought, _____ and/or memory.

• Leary, Hill, Donnellan, 1999.

16

Clinical Considerations of Movement Difficulty (Hill & Leary 1993)

- Marked Difficulties In
 - Starting
 - Stopping
 - Executing
 - *Speed*
 - *Intensity*
 - *Rhythm*
 - *Timing*
 - *Direction*
 - *Duration*
 - Continuing
 - Combining
 - Switching
- 
- May Impede
 - Postures
 - Actions
 - Speech
 - Thoughts
 - Perceptions
 - Emotions
 - Memories

17

Some Implications for *Understanding* the Significance of Movement Disorders

- “ _____ ” behaviours may not be volitional or pleasurable;
- Automatic, habitual, impulsive or _____ responses may be difficult to inhibit;
- _____ may be related to freezing or getting stuck – ‘akinesia’.

In other words – the _____ may not mean what one thinks it does!

18

“What you Always Needed to know but were mostly never told

The Paradox of Movement Difficulties...

- Can do some _____ but can't do others
- An increase in _____ (positive or negative) can cause an increase in unusual movements
- The more _____ that is drawn to unusual movements, the more _____ it becomes for a person to inhibit the unusual movement
- Unusual movement may be _____ for a certain time, but inevitably must be released

19

Recognition of a movement disturbance will not _____ suggest ways to accommodate it.

Changing the context, the presentation, the rules, the material, the equipment, the teaching strategies and—most importantly—adjusting aspects of our _____ style and relationship may assist the person in ways we have only _____.

- Donnellan & Leary , 1995, p45

20

How Do We Get Organised to Respond?

- Provide the right level of 'Comfort' for the person
- Be person centered and role based
- Structure _____ and consistency

21

“What you Always Needed to know but were mostly never told

Helping People to Know What is Expected

- Structure, _____ and consistency
- Select activities with _____ beginnings _____ & sequences that learner can self monitor
- Make the result more _____
- Teach a _____ “rule”
- Consider a _____ display
- Present new information in _____ format/style
- Build in _____

22

How Do We Get Organised to Respond?

- Provide the right level of ‘Comfort’ for the person
- Be person centered
- Structure predictability and consistency
- Provide information and _____
- Build on _____, set up for success
- Discrete Trial _____

23

Discrete Trial Format:

- Make sure you are teaching something that is _____
- Determine exactly (from learners perspective) _____ it is they are to learn
- Decide what _____ you are going to give:
 - Clear (natural) prompts _____ mistake is made
 - Avoid _____ until task completed (avoid prompt dependence)
 - _____ again when an error occurs

24

“What you Always Needed to know but were mostly never told

How Do We Get Organised to Respond?

- Provide the right level of ‘Comfort’ for the person
- Be person centered
- Provide information and augmentation
- Routine and rituals (anticipation and prediction)
- Build on strengths, set up for success
- Build on generalisation
- Discrete Trial Format
- Accommodations

25

What Are Accommodations?

• Accommodations are the personalized strategies that assist in temporarily overcoming differences in movement which are problematic to an individual.

• Donnellan & Leary p65.

26

Some Things to Consider When Flexible & Consistent Participation are Challenging

For example....

- Consider personal _____
- Discuss behaviour _____ outside the situation where there may be problems
- During difficult times, _____ the need to interpret
- When a person is vulnerable, limit & monitor emotional _____
- Emotion can build, get _____ up or ‘stuck’
- Direct confrontations may _____ a situation

27

“What you Always Needed to know but were mostly never told

Some Examples of Accommodations

- Rhythm or tempo
- Emotional
- Sounds
- Words
- Smells or scents
- Cognitive
- Touch
- Sights
- Movement

28

FRAMEWORK NUMBER FOUR

The Common Assets of People That are Commonly Not Recognised

References: Wolfensberger, 1988.

29

The Common, Yet Often Unrecognised Assets Of People Who Have An Intellectual Disability

- “_____” qualities
- Positive _____
- Responsiveness to _____ human contact
- Relate to “_____” of others
- _____ for others
- Less _____ in love
- Trust and _____
- Materially detached - _____

30

“What you Always Needed to know but were mostly never told

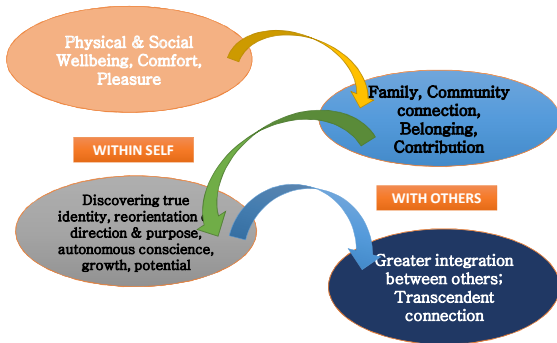
Unrecognised Assets cont...

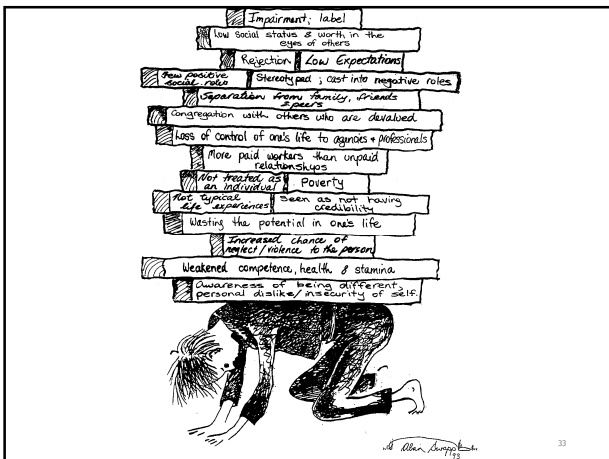
- Can call forth _____
- Enjoyment of _____ pleasures
- Tendency towards _____ / truth
- “_____” logic
- Capacity to _____ in simple/repetitive activity
- Less _____
- _____ intellectual vanity - less barriers to divine relationship

• Wolfensberger, 1988

31

Finding a Meaningful Life





“What you Always Needed to know but were mostly never told

References and Further Reading

- Abel & Kinder, *The Subnormal Adolescent Girl*, 1942, NY, Columbia Uni Press
-
- Bernstein, Norman R. (Ed) *Diminished People. Problems & Care of the Mentally Retarded*, 1970, Little, Brown and Company, Boston (cht 9)
-
- Bogdan, D; Taylor, S. *Inside Out. The Social Meaning of Mental Retardation*. 1982, Uni of Toronto Press.
-
- Dettmerman, D. K. (1987). Theoretical notions of intelligence and mental retardation. *American Journal of Mental Deficiency*, 92,2-11.
-
- Donnellan, A.M. Leary, M.R. *Movement Differences and Diversity in Autism/Mental Retardation*, DRI Press, Revised 2002.
-
- Donnellan, A.M., Mirenda, P.L., Mesaros, R.A., Fassbender, L.L. (1984). Analysing the communicative functions of aberrant behaviour. *Journal of the Association for Persons with Severe Handicaps*, 3, 201-212.
-
- Edgerton, Robert B. *The Cloak of Competence*, 1993 University of California.
-
- Gungzburg, Herbert C. *Social Rehabilitation of the Subnormal*, 1960, Bailliere, Tindall & Cox, London (23-42)
-

34

- Ingalls, Robert. *Mental Retardation. The Changing Outlook*, 1978, John Wiley & Sons, USA. (pp236-282)
-
- LaVigna, G.W., & Donnellan, A.M. (1986). *Alternatives to Punishment: Solving behaviour problems with nonaversive strategies*. New York, NY: Irvington Publishers.
-
- McCord, W.T. & Marshall, W (1987). Missing the Mark: Normalization as Technology. In D.B. Schwartz., J.McKnight, & M. Kendrick (Eds), *A story that I heard: A compendium of stories, essays, and poetry about people with disabilities and American life* (pp 71-85) Harrisburg: Pennsylvania Developmental Disabilities Planning Council.
-
- Vanier, J. (1985). *Man and women He Made Them* Mahwah, NJ: Paulist Press
-
- Wolfensberger, W. (1982) An attempt to gain a better understanding from a Christian perspective of what "mental retardation" is. *National Apostolate with Retarded Persons Quarterly*, 13(3), 2-7.
-
- Wolfensberger, W. (1988) *Common Assets of Mentally Retarded People That Are Commonly Not Acknowledged*, *Mental Retardation*, Vol 26, No 2, 63-70
-
- Sigelman, C; Budd, E; Spanhel, C; Schoenrock, C; (1981) *When in doubt, say yes: Acquiescence in interviews with mentally retarded persons*. *Mental Retardation* 19,53.
-

35

DID YOU HEAR CORRECTLY? (Circle one)

1. Who gave a name to the new concept for designing services?
 1. Wolf Wolfensberger
 2. Bengt Nirje
 3. Niels Bank Mikkelson
2. The Principle of the Least Dangerous Assumption is only useful for people we know: YES NO
3. Some of the concepts people with intellectual impairments are likely to have difficulty with (circle): i) meeting new people; ii) abstract concepts; iii) knowing how to hug; iv) anticipating future events; v) consequences

36
