Title: Positive Behavior Support: Improving Quality of Life While Addressing Problem Behavior

Presenter: David Rotholz, Ph.D.
Associate Director and Professor, Center for Disability Resources, University of South Carolina School of Medicine
Columbia, SC

Date: Friday, April 16, 2010

Target Audience: Case Managers; Social Workers; Healthcare Providers; Educators; Vocational Rehabilitation Counselors

Level of Course Information: Beginner; Intermediate; Advanced

Session Description:
Challenges posed by problem behavior to people with developmental disabilities and those who support them are well known. While there is no “magic pill” or “silver bullet” that will easily and quickly make problem behavior disappear, there is an approach that can be an effective and respectful way to address problem behavior. In this session, Dr. Rotholz will describe positive behavior support (PBS), an approach that relies on evidence-based strategies to increase quality of life and decrease problem behavior by teaching new skills and making changes in a person’s environment. Case examples and strategies will be discussed.

Relevance to social work:
The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase participants’ knowledge on how positive behavior support can be used to increase quality of life while decreasing problem behavior for people with developmental disabilities.

Objectives:
1. Participants will be able to discuss the difference between positive behavior support and behavior management/modification.
2. Participants will be able to describe the role of key concepts in applied behavior analysis and positive behavior supports as it applies to increased job effectiveness.
3. Participants will be able to describe the rationale and process for functional assessment of behavior and how this should be used in practical settings in a positive behavior support approach.

Timed Outline
9:30 Introduction
9:40 Overview of positive behavior support and how this differs from behavior modification and behavior management
10:00 Basic concepts and skills in applied behavior analysis and positive behavior support
10:45 Break
11:00 The role of teaching and its application in positive behavior support; the importance and application of functional assessment; putting it all together for effective implementation of positive behavior support
12:15 Questions and answers
12:30 End of session
Title: Think College: The Promise of Postsecondary Education for Students with Intellectual and Developmental Disabilities

Presenter: Meg Grigal, Ph.D.
Senior Research Associate
TransCen, Inc.
Rockville, MD

Date: Friday, April 30, 2010

Target Audience: ☑ Case Managers       ☑ Social Workers
☑ Healthcare Providers       ☑ Educators
☑ Vocational Rehabilitation Counselors

Level of Course Information:
☑ Beginner      ☑ Intermediate      ☐ Advanced

Session Description:
Today's students with intellectual and developmental disabilities (ID/DD) are transitioning to college as well as to employment. Many students with ID/DD are now participating on college campuses, taking classes, and enjoying the new challenges associated with college life. This presentation will provide an overview of the current postsecondary education options for students with ID/DD, including findings from a recent Think College national survey of 250 programs. Additionally, participants will be provided with field-based strategies to increase both paid employment and access to typical college courses for students with ID/DD who are participating postsecondary education.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase participants’ knowledge of the postsecondary education options available for students with intellectual and developmental disabilities.

Objectives:
1. Participants will be able to discuss the current postsecondary options for students with intellectual and developmental disabilities (ID/DD) in the United States.
2. Participants will be able to identify how the recent amendments to the Higher Education Opportunity Act will provide access to financial aid for students with ID/DD.
3. Participants will be able to discuss a variety of strategies to increase access to typical college courses and paid employment for students with ID/DD currently accessing postsecondary education.

Timed Outline
9:30   Introduction
9:40   Introduction of Postsecondary Education Options for students with ID/DD; Current Projects/Research/Legislation
       Higher Education Opportunity Act; National Survey Research Findings
10:45  Break
11:00  Promising Practices/Suggested Strategies for paid employment, course access, and evaluation;
       Quality indicators for successful outcomes
12:15  Questions and answers
12:30  End of session
Title: Innovations in Individualized Supports: Making Community Connections Happen for People with Developmental Disabilities

Presenter: Hanns Meissner, Ph.D.
Chief Executive Director
Rensselaer County Chapter NYSARC Inc.
Troy, NY

Date: Friday, May 7, 2010

Target Audience: Case Managers, Social Workers, Healthcare Providers, Educators, Vocational Rehabilitation Counselors

Level of Course Information: Beginner, Intermediate, Advanced

Session Description: Self-Advocates say ‘Individualized Support feels like a life, not a program.” Individualized support is a critical ingredient in assisting a person with disability to realize a life of distinction. The life of distinction framework emphasizes a holistic lifestyle orientation, one in which a person attains their highest potential in community life by way of many valued roles assumed in employment, in contribution to one's community, and in relationship with friends and family. In this session, Dr. Meissner will describe frameworks to understand the innovative process to connect individuals to valued community roles and lifestyles; levels of individualized supports; and practical examples of community connections in action.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase participants’ knowledge on how to understand the nature and design of individualized supports as the core facilitator of community connections for individuals with developmental disabilities.

Objectives:
1. Participants will be able to identify the critical elements of supporting individuals with developmental disabilities make strong connections to their community
2. Participants will be able to describe how individualized supports are designed to achieve valued outcomes for people with developmental disabilities.
3. Participants will be able to develop strategies for knowing when community connections are real for a person with a developmental disability.

Timed Outline
9:30 Introduction
9:40 Evolution of the field of developmental disabilities, Defining community connections, examples of community connections
10:45 Break
11:00 Levels of individualized supports, Readiness for change, engaging key stakeholders in social innovation
12:15 Questions and answers
12:30 End of session
Title: Lives of Distinction: Keys to Co-creating Community Membership and Contribution in the Lives of People with Disabilities

Presenter: Robert Dinerstein, J.D.
Professor of Law, Director of Clinical Programs
American University, Washington College of Law
Washington, DC

Date: Friday, May 14, 2010

Target Audience: ☑ Case Managers ☑ Social Workers
☑ Healthcare Providers ☑ Educators
☑ Vocational Rehabilitation Counselors

Level of Course Information:
☑ Beginner ☑ Intermediate ☐ Advanced

Session Description: This session will explore the legal and ethical issues concerning guardianship, alternatives to guardianship, and decision making for people with intellectual disabilities. Topics to be covered include: the rationale for and historical and current use of guardianship (plenary and limited); the advantages and disadvantages of guardianship; and the advantages and disadvantages of such alternatives as durable powers of attorney, health care proxies, health care powers of attorney, and less formal methods of intervention designed to support, rather than substitute for, the decision-making capacity of individuals with intellectual disabilities.

Relevance to social work: The audience for the series is primarily comprised of staff from the NJ Department of Human Services, Division of Developmental Disabilities, and community provider organizations. Social workers are employed by the State of NJ, community organizations, and school districts in various roles, such as case managers, guardians, school social workers, administrators, and policymakers.

Goal: To increase participants’ knowledge on the advantages of alternatives to guardianship over traditional guardianship from the perspective of enhancing autonomy and decision-making capacity of individuals with intellectual disabilities.

Objectives:
1. Participants will be able to describe the basic structure of and rationale for guardianship for people with intellectual disabilities
2. Participants will be able to discuss the virtues of alternatives to guardianship that can provide adequate protection for individuals with intellectual disabilities and society while enhancing the autonomy and decision-making capacity of the former
3. Participants will be able to discuss timely legal developments as they affect surrogate decision making and supported decision making

Timed Outline
9:30 Introduction
9:40 Brief historical discussion of guardianship; definition, underlying rationales for guardianship; reasons to consider alternatives; legal and professional support for the move from surrogate decision making to supported decision making; Americans with Disabilities Act; UN Convention on the Rights of Person with Disabilities
10:45 Break
11:00 Primary alternatives to guardianship; reflecting the move to more limited surrogacy; durable power of attorney; proxy decision-making; disadvantages of these alternatives; case examples
12:15 Questions and answers
12:30 End of session