

Office of Developmental Programs (ODP) *Intellectual Developmental Disability (IDD)* *Principles & Values*

*Training for Agency with Choice (AWC):
Support Service Workers & Managing Employers*



ODP's Policy on Intellectual Disability Principles & Values

1. Define ODP's Mission, Vision, and Values.
2. Review ODP's Intellectual Developmental Disability Principles.
3. Review The Normalization Principle (Everyday Lives).
4. Review Positive Approaches Principles.
5. After viewing the training, complete the ODP IDD Principles & Values Quiz.



ODP's Mission, Vision, and Values

Office of Developmental Programs (ODP) Mission, Vision, and Values

- ***ODP's Mission:*** The mission of ODP is to support Pennsylvanians with developmental disabilities to achieve greater independence and enhanced quality of life.
- ***ODP's Vision:*** ODP's vision is to continue refining a system of quality services and supports delivered in respectful, inclusive environments, to foster competent, evidence-based practice, and to extend our reach to all Pennsylvanians with developmental disabilities who need our services.



ODP's Mission, Vision, and Values (cont.)

- **ODP's Values:** ODP continuously strives to improve the quality of services and supports through:
 - ✓ Guidance from individuals receiving services and supports, their families, caregivers, and friends.
 - ✓ Recommendations from the Planning Advisory Committee (PAC) and Bureau of Autism Services Advisory Board (BASAB).
 - ✓ Collaboration with all partners - advocates, providers, Administrative Entities (AEs), other governmental agencies, and the community.
 - ✓ Being aware of and encouraging use of evidence-based best practices by disseminating information to all stakeholders.



ODP's Intellectual Disability Principles



ODP's Intellectual Disability Principles

The values, articulated as principles in *Everyday Lives: Making it Happen*, set the direction for the service system. They provide standards for policy development, service design and decision-making. They articulate the outcomes in person-centered terms that our system should achieve and they are a guide for personal action.

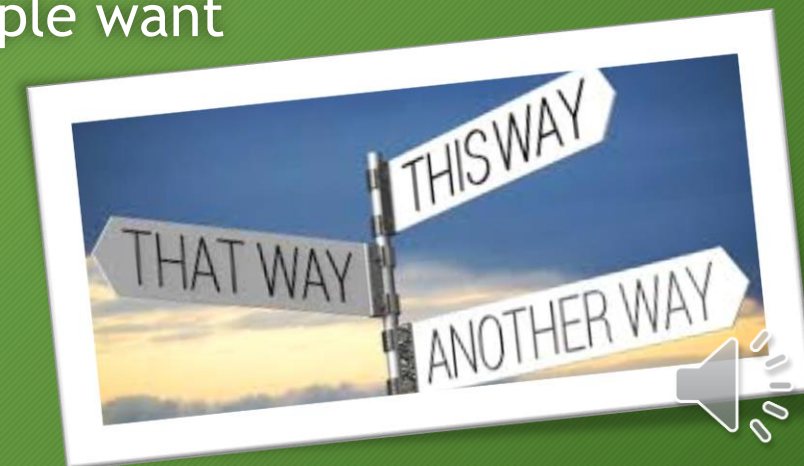
The 14 principles are reviewed on the next few slides.

Source: Principles for the Mental Retardation System MR Bulletin 00-03-05



ODP's Intellectual Disability Principles (cont.)

- **Principle #1: Choice** - in all aspects of life including the services people receive, who provides supports, where to live and with whom, where to work, recreation and leisure activities, vacations, planning individualized day activities, and having support provided at home.
- **Principle #2: Control** - over a person's life including relationships, budgets and how money is spent, supports and services they receive, medical issues and planning.
- **Principle #3: Quality** - of life determined by people. People want quality supports and services to enable them to have the life that they want. When people pay for high quality support, people expect to get high quality.



ODP's Intellectual Disability Principles



- **Principle #4: Stability** - feeling secure that all changes in their lives are made only with their input and permission - “nothing about me without me.”
- **Principle #5: Safety** - to be safe at home, work, and school and in their neighborhood, as well as in all other aspects of their lives. People want services that ensure individual health and safety without being overprotective or restricting them.
- **Principle #6: Individuality** - being known for their individuality and being called by their name. Being respected by having privacy of their mail, files, and history and being able to choose to be alone at times.
- **Principle #7: Relationships** - with family, partners, neighbors, community people such as pharmacists, hairstylists and grocers, support staff and having friends they choose.



ODP's Intellectual Disability Principles (cont.)

- **Principle #8: Freedom** - to have the life they want and to negotiate risk. People want others to use 'People First' language and to have freedom from labels. People with disabilities have the same rights afforded to all citizens. They want to exercise the freedom of choice, to associate with people they choose, to move from place to place, and to use complaint and appeal processes.
- **Principle #9: Success** - freedom from poverty and having a chance to be successful in the life they choose. Living independently with sufficient support to be successful and having expanded opportunities for employment with supports provided as needed.



ODP's Intellectual Disability Principles

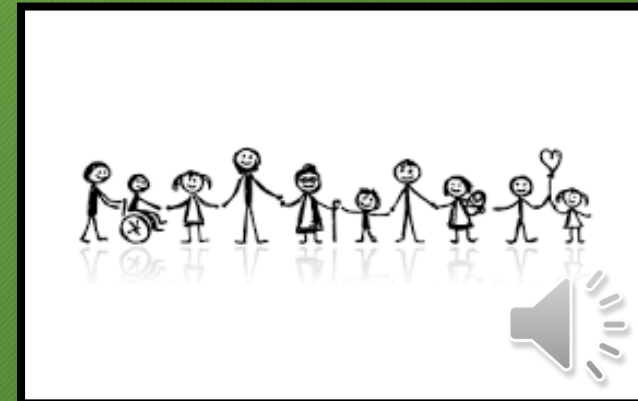


- **Principle #10: Contributing to the Community** - being full citizens of the community, voting, working for pay or volunteering, participating in leisure and recreation activities, belonging to a religious community, owning or renting one's own home, living among family and friends and not being segregated. People want to be recognized for their abilities and gifts and to have dignity and status.
- **Principle #11: Accountability** - State and county government, together with support workers, provide the services and supports that people need when they need them and make sure that they don't lose needed supports that they already have.
- **Principle #12: Mentoring** - people and families trained as mentors to help other people and families by providing information and working with them until they can do things on their own; experienced Supports Coordinators mentoring new Supports Coordinators; senior support staff mentoring new support staff; and individuals and families mentoring support staff.



ODP's Intellectual Disability Principles (cont.)

- **Principle #13: Collaboration** - between the Office of Mental Retardation and other offices within the Department of Public Welfare and other state and federal departments. People want collaborative planning during times of transition. They also want a seamless system that bridges from education to people/services/systems that are involved with them.
- **Principle #14: Community Integration** - in all aspects of the person's life. People want to be able to use community resources, like banks and food stores, just as other people in the community do, without feeling left out because of a disability. Integration means both being in the community and having the opportunity to participate in all that the community has to offer; including generic resources that don't label people as "special."





Everyday Lives

Also known as The Normalization Principle



Everyday Lives (a.k.a. The Normalization Principle)

The normalization approach or principle involves meeting the human needs of the individual with intellectual disabilities in order to maximize the potential for living a full rich life. Normalization involves exposing the individual with an intellectual disability to the social norms and patterns required for living successfully in mainstream society. The normalization principle is based on interaction as opposed to past practices based on isolation.

There are five components to the normalization principle, outlined on the next few slides.



Everyday Lives (a.k.a. The Normalization Principle)



There are five components to the normalization principle:

1. **COMMUNITY PRESENCE:** Programs, services, and activities are available in neighborhoods and are not isolated from community life.
2. **COMMUNITY PARTICIPATION:** Individuals are socially active and integrated into their community. This includes personal contact such as shopping, ordering meals and dining at a restaurant, as well as opportunities for more intimate contact such as relationships with family and friends. Community integrations is increased when individuals use community resources such as the public library or the local recreation center.



Everyday Lives (a.k.a. The Normalization Principle)



3. **SKILL ENHANCEMENT:** Services are provided to assist the individual in developing the necessary skills to perform according to the expectations of the community around behavior, appearance, and personal interaction. The goals are to increase the individual's functional independence, decision making ability, and control over the environment.
4. **INFLUENCING PUBLIC PERCEPTION:** The way services are presented and marketed influences public perception of the client population. Services are designed and marketed to present a positive, age appropriate image. For example, Boston Diversified Industries is a more appropriate name for a sheltered workshop than Boston Workshop for the Disabled.



Everyday Lives (a.k.a. The Normalization Principle)



5. **AUTONOMY AND EMPOWERMENT:** Recognizing and transferring the power and control to the client/consumer assists the individual in acquiring the skills necessary to make decisions.

While the principle of normalization is widely accepted today, this was not always the case. It is important to be familiar with some of the past service models and attitudes that society has had towards individuals with disabilities. There are a number of stereotypical perceptions of individuals with intellectual disabilities. Some of these perceptions are subconscious. The related attitudes and behaviors have had a significant impact on how people with intellectual disabilities were treated and thus lived their lives.





Positive Approaches Principles



POSITIVE APPROACHES PRINCIPLES



- Positive Approaches is characterized by an integration of values, philosophies and technologies. Its purpose is to support people to grow, and develop, and to enjoy life in all of its complex and unexpected moments of joy, intimacy, sorrow, love, friendship, and accomplishment.
- Positive Approaches helps each person to explore all aspects of life including the living environment, relationships, activities, and personal dreams. As such, the focus is on the whole individual, not merely on segments of the person's life.



POSITIVE APPROACHES PRINCIPLES



- Positive Approaches requires real listening to each person to hear their individual needs and desires.
- Positive Approaches assumes that all behavior has meaning and that an individual's behavior can be a method to communicate needs and desires.
- Positive Approaches is focused not on “fixing a person” but on building capabilities, teaching, creating opportunities and offering choices that help every person live a fulfilling life.



POSITIVE APPROACHES PRINCIPLES

- Positive Approaches measure success by the satisfaction of the person being supported.
- Positive Approaches provides viable alternatives and eliminates the need to rely on aversive and coercive methods of control.

Source: Adapted from PA Department of Human Services MR Bulletin on Positive Approaches.



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***As a reminder, please complete the
ODP IDD Principles & Values Quiz to receive training credit.***

