

# AEDD

## DDS STANDARDS – ANNUAL TRAINING

Training Value: 12 hours  
(2 hours per chapter)

*Answers to this quiz should be written on the attached answer sheet and returned to Human Resources.*

*Note: You must get at least 20 out of 25 correct to pass. If you do not pass you will be required to retake. The last two pages contained in this training are the answer sheets to submit to Human Resources in order to receive credit for completing this training. Use the DDS Manual (“Blue Book”) you received at orientation to find the answers to the questions.*

*If you need a DDS Manual or have other questions, please contact Human Resources at 501-666-0246.*

### Chapter 1 - Orientation to DHHS/DDS

1. DDS is the title of the Division of \_\_\_\_\_ Disabilities Services.
2. The DDS \_\_\_\_\_ Office is responsible for the overall coordination of the services for people with developmental disabilities in the state of Arkansas.
3. F\_\_\_\_\_ Services is responsible for the initial and on-going linkage of persons with disabilities to needed/requested services and the necessary supports to make those linkages timely, accountable and satisfactory.
4. D\_\_\_\_\_ D\_\_\_\_\_ S\_\_\_\_\_ is primarily responsible for the services provided to people with developmental disabilities
5. ACS Waiver is a Medicaid program under the Department of \_\_\_\_\_.
6. Under Alternative Community Services (ACS Waiver) s\_\_\_\_\_ I\_\_\_\_\_ is a service that covers three broadly defined service models: residential habilitation supports; residential habilitation reinforcement supports; and companion and activities therapy services.
7. H\_\_\_\_\_ is one of the two core services provided under the Developmental Day Treatment Clinic Services which involve instruction in different areas. The other core service is that of Diagnosis and Evaluation which leads to a person being determined eligible for the Habilitation Services.
8. DHHS stands for D\_\_\_\_\_ H\_\_\_\_\_ H\_\_\_\_\_ S\_\_\_\_\_ and DDS stands for D\_\_\_\_\_ D\_\_\_\_\_ S\_\_\_\_\_.

### Chapter 2 - History of Developmental Disabilities and Related Laws

9. Social reformers such as Dorothea \_\_\_\_\_ were advocating for better services for all persons with disabilities, many of whom were living in appalling conditions. Dix helped to prepare the way for public institutions.
10. In 1900, there were about 10 private institutions for persons with disabilities; by 1923 that number increased to 80. These facilities were referred to as schools, farms, hospitals, institutes, and academies. By 1905 the average number per institution was 5\_\_\_\_\_ and practices went from compassionate education to segregation

11. During the late 1940s and early 1950s, there was a reawakening of hope and possibilities for persons with disabilities. Frustrated and angry over poor living conditions and the lack of community services, \_\_\_\_\_ began to organize and demand services for their sons and daughters.
12. The concept did not refer to making people "normal," to make them behave a certain way, but rather to live according to a normal pattern, "making available to [people who are] mentally retarded the patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society." N\_\_\_\_\_ reflected a lifestyle and one dramatically opposed to that of the institutions.
13. 1973: **The R\_\_\_\_\_ Act** was completely rewritten with stronger emphasis on providing rehabilitation services to people with severe disabilities. Section 504 of the Act protects individuals with disabilities from discrimination in all federally assisted programs and activities. Sections 501 and 503 protect people with disabilities from employment discrimination by federal agencies or federal contractors.
14. 1990: **The Americans with D\_\_\_\_\_ Act (ADA)** was passed. This landmark legislation affirms the rights of citizens with disabilities and prohibits discrimination in employment (Title I), public services (Title II), public accommodations and services that are operated by private entities (Title III), and telecommunications (Title IV).
15. Deinstitutionalization went through several transitions from fix the institution to change the institution which in turn was supplanted by the concept of institutions as "a place of last r\_\_\_\_\_." It was thought that some institutions should be retained; so there would be somewhere people could go when there was no other place.
16. In 1981, Act 513 was enacted. This Act changed Arkansas Mental Retardation/Developmental Disabilities Services to D\_\_\_\_\_ D\_\_\_\_\_ S\_\_\_\_\_. This is what is now also called the Division of Developmental Disabilities Services under the Department of Health and Human Services.

### Chapter 3 - Development Disabilities: Causes and Types

17. The American Association of Mental Retardation's definition of mental retardation is a disability characterized by significant limitations both in i\_\_\_\_\_ functioning and in a\_\_\_\_\_ behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18.
18. A\_\_\_\_\_ b\_\_\_\_\_ is the collection of conceptual, social, and practical skills that people have learned so they can function in their everyday lives. Significant limitations in adaptive behavior impact a person's daily life and affect the ability to respond to a particular situation or to the environment.
19. Nearly 613,000 children, ages 6 to 21, have some level of mental retardation and need special education in school (*Twenty-fourth Annual Report to Congress*, U.S. Department of Education, 2002). In fact, 1 out of every \_\_\_\_\_ children who need special education has some form of mental retardation.
20. A diagnosis of a \_\_\_\_\_ disorder is made when an individual displays 6 or more of 12 symptoms listed across three major areas: social interaction, communication, and behavior.
21. Children younger than three years old can benefit greatly from e\_\_\_\_\_ i\_\_\_\_\_ services - a system of services to support infants and toddlers with disabilities and their families. For older children, *special education and related services* are available through the public school to help each child achieve and learn. Typically, that involves physical, occupational and speech-language therapies.
22. Seizures are partial when those brain cells not working properly are limited to one part of the brain. Such p\_\_\_\_\_ s\_\_\_\_\_ may cause periods of "automatic behavior" and altered consciousness. This is typified

by purposeful- looking behavior, such as buttoning or unbuttoning a shirt. Such behavior, however, is unconscious, may be repetitive, and is usually not recalled.

23. There are over 50 clinical signs of **D\_\_\_\_\_ s\_\_\_\_\_**, but it is rare to find all or even most of them in one person. Some common characteristics include: poor muscle tone; slanting eyes with folds of skin at the inner corners; hyperflexibility; short, broad hands; broad feet with short toes; flat bridge of the nose; short, low-set ears; short neck; small head; and small oral cavity.

24. Mental illnesses are severe disturbances of **b\_\_\_\_\_**, mood, thought processes and/or social and interpersonal relationships. There are many different types of mental illnesses that are seen in people with mental retardation. Some of the most common types are: personality disorders; affective disorders; anxiety disorder; psychotic disorders; avoidant disorders; paranoid personality disorders; and severe behavior problems.

#### **Chapter 4 - Current Trends: Normalization, Self-determination, Community Integration, Person-Centered Planning, Self-Advocacy and Independent Living**

25. Normalization did not refer to making people "normal," to make them behave a certain way, but rather to live according to a **n\_\_\_\_\_** pattern, making available the patterns and conditions of everyday life which are as close as possible to the norms and patterns of the mainstream of society.

26. **L\_\_\_\_\_** is an ongoing issue for people with developmental disabilities. People with these disabilities want to be known as people first and not be defined by their disabilities. If the disability comes before the person then the feeling is that a very large part of that person has already for all practical and functional purposes been defined. This certainly is not fair to that person and can appear to set forth pre-determined expectations and misconceptions about the person.

27. Using **I\_\_\_\_\_** to name a person is not appropriate even if it is appropriate terminology. For example, you would not say that I work with autistics, mentally retardants or developmentally disables. You should use the **p\_\_\_\_\_ 's n\_\_\_\_\_**.

28. **Person-c\_\_\_\_\_ p\_\_\_\_\_** for people with developmental disabilities involves the development of methods and resources that enable them to **c\_\_\_\_\_** their own services.

29. **Self-a\_\_\_\_\_**, quite simply, means advocating for one's self, standing up for one's rights. For thousands of people with disabilities around the world, **self-a\_\_\_\_\_** is a term of personal identity, focusing on one's political power and right to self determination. It is also a civil rights movement that represents individuals of all races, colors, and religions who have been systematically neglected, abused, incarcerated, and misunderstood for most of history.

30. Beliefs and Values of **Self-A\_\_\_\_\_**: Being a person first: Not defined by our disability or thought of as an eternal **c\_\_\_\_\_**. We are individuals with our own identity. Making our own decisions: Not having doctors or parents deciding where and how we live. We must be listened to as we express ourselves, and we must be allowed to make our own mistakes. We must help those who have higher support needs and cannot speak for themselves, so their decisions can be understood and respected. Believing in my **v\_\_\_\_\_** as a person: Understanding that I am a **v\_\_\_\_\_** citizen, worker, and friend. From birth, every human has the same worth. We must be supported to like ourselves.

31. The **self-a\_\_\_\_\_** movement demonstrates that the notion of "leadership" is not limited to great public speakers or charismatic figures who can individually lead a large group or social movement. **Self-a\_\_\_\_\_** is **s\_\_\_\_\_** up for yourself. In whatever form that may take, that self expression can be an act of tremendous leadership.

32. This new "p\_\_\_\_\_ - c\_\_\_\_\_" approach looks at the person first, and then builds in supports to meet the individual's needs. Instead of fitting people into programs, supports are developed around the individual wherever he or she may live or work. Home ownership and home control are also becoming viable options for people with developmental disabilities.

## **Chapter 5 - Training Issues: Behavior Management, Maltreatment Prevention, Reporting and Investigation, Teaching Strategies, Training and Civil Rights**

33. F\_\_\_\_\_ is an important aspect of good behavior management some of which include: provide feedback as soon as possible; be positive – praise occasionally when the consumer is doing a good job; find occasions to give praise; never criticize the person, just the behavior; and when giving feedback, speak specifically about the task or behavior

34. Events that occur immediately b\_\_\_\_\_ a behavior are called antecedents, and events immediately following a behavior are called consequences. Antecedents may set the occasion for the occurrence of a behavior, and consequences serve to either increase, maintain, or decrease a behavior. Some antecedents, for example, can be a sound, a smell, a touch, or the presence of a particular person.

35. Behavior m\_\_\_\_\_ is the clinical application of learning theory which is primarily founded on the assumption that maladaptive behavior is learned or conditioned, and is usually explained by one of two types of learning. For purposes of this training we will only deal with one of them that have a more practical application.

36. A behavioral c\_\_\_\_\_ is another technique that can be used with a person to help achieve a certain desired outcome. It should be written with the individual in a give and take fashion. You are trying to get the person to recognize the importance of some type of behavior which you are willing to trade something (they want) in return for that behavior. If what you have to trade is agreeable and a strong enough incentive, then you may get the desired results.

37. "A\_\_\_\_\_" means: (A) Any intentional and unnecessary physical act which inflicts pain on or causes injury to an endangered or impaired adult, including sexual abuse; or (B) Any intentional or demeaning act which subjects an endangered or impaired adult to ridicule or psychological injury in a manner likely to provoke fear or alarm;

38. C\_\_\_\_\_ a\_\_\_\_\_ means any of the following acts or omissions by a parent, guardian, custodian, foster parent, or any person who is entrusted with the juvenile's care by a parent, guardian, custodian, or foster parent, including, but not limited to, an agent or employee of a public or private residential home, child care facility, public or private school, or any person legally responsible for the juvenile's welfare:

39. Components of early c\_\_\_\_\_ special education programs should promote child engagement, independence, and mastery; support families in achieving their individual goals, promote development in all important domains; build and support social competence; facilitate the generalized use of skills; prepare and assist children for normalized life experiences with their families, in school, and in their communities.

40. C\_\_\_\_\_ -behavioral interventions (CBIs) are another strategy of intervention that is used to more effectively engage the student by helping them modify their thoughts and behaviors. A few examples would include problem solving, anger control, self-instruction, and self-control are examples of interventions. Learning to implement appropriate alternative responses to once inappropriate or even violent responses is one of the goals of these strategies.

## Chapter 6 - Health and Safety Issues

41. **S** \_\_\_\_\_ is one huge step toward having good infection and disease control where food preparation and feeding is involved. Generally, any program preparing and serving food fall under the Arkansas Department of Health's guidelines. The Centers for Disease Control and Prevention has developed some excellent self-inspection checklists dealing with food preparation and service generally accepted practices.
42. Blood means human blood, human blood components, and products made from human blood. **B** \_\_\_\_\_ Pathogens means pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).
43. **U** \_\_\_\_\_ Precautions is an approach to infection control. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens. Work Practice Controls means controls that reduce the likelihood of exposure by altering the manner in which a task is performed
44. Hepatitis \_\_\_\_\_ vaccination shall be made available after the employee has received the required training required and within 10 working days of initial assignment to all employees who have occupational exposure unless the employee has previously received the complete hepatitis \_\_\_\_\_ vaccination series, antibody testing has revealed that the employee is immune, or the vaccine is contraindicated for medical reasons.
45. *Severe m* \_\_\_\_\_ means acts or omissions that may or do result in death, abuse involving the use of a deadly weapon, bone fracture, internal injuries, burns, immersions, suffocation, medical diagnosis of failure to thrive, or causing a substantial and observable change in the behavior or demeanor of the child.
46. **S** \_\_\_\_\_ *exploitation* means allowing, permitting, or encouraging participation or depiction of the juvenile in prostitution, obscene photographing, filming, or obscenely depicting a juvenile for any use or purpose.
47. End \_\_\_\_\_ adult means: An adult eighteen (18) years of age or older who is found to be in a situation or condition which poses an imminent risk of death or serious bodily harm to that person and who demonstrates a lack of capacity to comprehend the nature and consequences of remaining in that situation or condition; or A resident eighteen (18) years of age or older of a long-term care facility which is required to be licensed.
48. "**S** \_\_\_\_\_ **abuse**" means deviate sexual activity, sexual contact, or sexual intercourse, as those terms are defined in § 5-14-101, with another person who is not the actor's spouse and who is incapable of consent because he or she is mentally defective, mentally incapacitated, or physically helpless, as those terms are defined in § 5-14-101.
49. The privacy rule requires health plans, pharmacies, doctors and other covered entities to establish policies and procedures to protect the **c** \_\_\_\_\_ of protected health information about their patients. Covered entities must provide all the protections for patients cited above, such as providing a notice of their privacy practices and limiting the use and disclosure of information as required under the rule.
50. A personal **s** \_\_\_\_\_ **n** \_\_\_\_\_ can help you prepare for a disaster. They can do this by helping you identify and get the resources you need to cope effectively with a disaster. Your network can help you practice vital activities, like evaluating your home or workplace. Network members can also assist you after a disaster happens. You should put together your network before you assess what your needs will be during and after a disaster.