

### **The Role of *Everyday Lives* and Recovery**

This training for Direct Supporters was designed to discuss the importance of empathy, trust and rapport in the care-giving process. The 14 components of *Everyday Lives* and how they relate to the role of Direct Supporters are presented.

### **Mental Health Therapy and Dual Diagnosis**

This training is designed to explain what mental health therapy is, why it is beneficial, the role of the team in the therapy process and the therapist's responsibility to the person themselves and the team members. Resources for locating and accessing mental health therapy are also provided in this training.

### **Functional Behavior Assessment and Behavior Support Planning**

This training provides an overview for providers and other agencies regarding what a functional behavior assessment is, how it is developed and why it is utilized. The training also provides information related to best practices in the development and recognition of a good behavioral plan.

### **Psychotropic Medication**

This training will teach attendees to identify different classes of psychotropic medications and related psychiatric disorders, including symptoms. Attendees will also understand the importance of baseline as it relates to **observing** and recognizing target symptoms of mental health challenges.



**milestone  
HCQU Northwest**

## **COURSE DESCRIPTIONS**

The majority of Milestone HCQU Northwest trainings are geared toward Direct Care Staff working with adults who have Intellectual and/or Developmental Disabilities (IDD); however, everyone is welcome to attend our trainings, including Support Coordinators, County MH/MR staff, family members, people in the medical community, and anyone interested in the subject matter.

**Trainings are worth 2 hours credit unless otherwise marked.**

Items marked with \* are also available as home study trainings.

To request trainings for your staff or individuals, please call Lynn at 814-728-9400 ext. 203 or email [lcarnahan@MilestonePA.org](mailto:lcarnahan@MilestonePA.org).

If you have questions or comments about a training you attended, please contact Darryl Bergstrom at 814-728-9400 ext. 207 or by email at [dbergstrom@MilestonePA.org](mailto:dbergstrom@MilestonePA.org).

Thank you.

Since 1969, Milestone Centers, Inc. has provided programs and services to people with developmental and behavioral health challenges.

[MilestonePA.org](http://MilestonePA.org)



### **A Game of Ghosts: Understanding and Supporting People with Disordered Attachment.**

Amy Tobolski

As we gain greater understanding of Reactive Attachment Disorder (RAD) in childhood, we learn more about the effects of disordered attachment into adulthood in terms of how individuals define themselves and relate to others. Learn about normative attachment & how it develops, as well as the immediate & long-term consequences of disrupted attachment. We will explore attachment issues related to people with I/DDs and learn ways to help modulate the effects of disrupted attachments.

### **Active Aging**

Tim Juliano

A look at commonly experienced physical and mental changes as we move into the "golden years," along with some tips to remain physically active, mentally alert and actually thrive during this stage of life.

### **Aging with Intellectual Disabilities**

Tim Juliano

How does aging affect those with intellectual disabilities? Are there specific differences? What are those differences? Why do they occur? Come learn about aging in those with and without intellectual disabilities.

### **Allergies and Epi-Pen**

Allergies are believed to affect anywhere from 15 to 50% of the U.S. population. Learn what causes allergies, how to treat and prevent them. We will focus on food, animal, insect, air-borne and contact allergies. Learn about the Epi-Pen, how to use it, and the follow-up care required for anaphylactic shock.

### **Alpha Mannosidosis**

Alpha Mannosidosis is a training for caregivers who are dealing with an individual with the disorder. Alpha Mannosidosis is a "Lysosomal Storage disorder" that is an inherited disease affecting the brain, bones, and the immune system. We will gladly, upon request, come to your facility and train your staff on what the disease entails, signs and symptoms, and treatment options available.

### **Alzheimer's Disease \* (4 hours)**

Tim Juliano

Alzheimer's Disease is the most common form of dementia in the older adult including the aging client with I/DD. Learn to identify clients that are at risk for developing Alzheimer's Disease, the stages of the disease, and the signs and symptoms of each stage. In the second half of this training, you will learn strategies for communicating successfully with AD clients and keeping them safe.

### **Anxiety Disorders**

Amy Tobolski/Connie Copley

When anxiety goes beyond everyday worry and tension to become a disorder, it can dramatically affect a person's ability to access their everyday life. Participants will learn about the various Anxiety Disorders currently identified in the DSM-IV, with discussion of how the symptoms may manifest somewhat differently in people with I/DD, who are often more vulnerable to the effects of stress and anxiety. We will also learn about treatment approaches and theories of cause, as well as underlying medical and medication issues that can cause or exacerbate symptoms of anxiety. We will discuss ways that we can assist the diagnostic process and other ways to support someone experiencing anxiety.

### **Communicating with the PCP and Other Medical Specialists**

Direct Supporters are aware of valuable information about the individual's health, likes/dislikes, wants/needs, behaviors and are usually the first to be aware of any changes in the individual, whether physical or behavioral. When an individual has an appointment to see a physician, it is important that caregivers not only effectively report the necessary information to the physician, but also document the outcome of the appointment to ensure that all of the doctor's orders are followed. All aspects of communicating along with helpful tools will be covered in this session.

### **III. UNDERSTANDING BEHAVIOR**

#### **Understanding Trauma-Informed Care and Stressful Life Events**

Needed information regarding the understanding of trauma and how it relates to people with an intellectual disability. Signs and symptoms of trauma are thoroughly discussed and considerations are given. The development of a trauma-informed provider system is provided with recommendations specifically designed to develop a trauma sensitive environment.

#### **Target Symptoms of Mental Health Challenges vs. Challenging Behavior**

Understand the complexity of identifying target symptoms of a mental health challenge versus challenging behaviors. The training will discuss both physical and environmental considerations when deducing the etiology of observable behaviors.

#### **Autism Spectrum Disorder**

The core features of autism: social interaction/communication and restrictive, repetitive behaviors and how these core features can be observed. Discussions regarding considerations related to mental health challenges as well as suggestions for supporting an individual with autism are presented.

### **IV. MENTAL HEALTH AND INTELLECTUAL/DEVELOPMENTAL DISABILITIES**

#### **Intellectual Disabilities and Psychiatric Disorders**

An overview of Anxiety, Mood, Psychotic, Personality and Substance Abuse/Dependent Disorders from a Dual Diagnosis standpoint. An introduction of DSM and DM-ID assessment is also given as well as suggestions on how to support an individual with these diagnoses.

#### **Communicating with the Psychiatrist**

This training discusses, from the psychiatrist's perspective, what information the psychiatrist needs from the team and the person receiving psychiatric care in order to optimize the psychiatric outcomes. The role of the psychiatrist as an active team member is also discussed.

### **V. EVERYDAY LIVES AND RECOVERY**

#### **Mental Health Wellness and Recovery**

This training identifies what mental health wellness is as well as ways in which an individual can achieve and maintain mental health wellness. Mental health wellness tools and supports such as Wellness Recovery Action Plans (W.R.A.P.©) and Certified Peer Specialists are discussed.

## \*\* Dual Diagnosis Direct Support Curriculum

### I. INTRODUCTION

#### Dual Diagnosis in the U.S.: Past, Present, and Future

This training provides an overview of the development of intellectual disability and Dual Diagnosis services from pre-1900 to the present time, outlining the various movements and trends in Dual Diagnosis services from eugenics to Everyday Lives and beyond. Multi-media information such as the Pennhurst and Willowbrook exposés will also be presented.

#### Naming It: Mental Health Challenges and People with an Intellectual Disability

This training provides the learner with a better understanding of how “Naming It” is important to recovery and to recognize the need for increased mental health supports for those with an intellectual disability. Direct Supporters will be able to understand their role in advocacy and support for those with a Dual Diagnosis.

### II. PHYSICAL HEALTH AND DUAL DIAGNOSIS

#### Signs and Symptoms of Physical Illness

The Direct Support Professional will be able to give examples of why individuals with intellectual disability are more at risk for unrecognized illnesses or injuries. How physical health concerns are communicated behaviorally and the importance of observation as well as written and verbal communication will be covered. There will be an interactive component to this session regarding a case study.

#### Common Chronic Health Conditions

This topic is to increase awareness of what chronic conditions are and how they affect people with an intellectual disability. It will raise awareness with the Direct Supporter regarding changes in behavior/attitude and lifestyle in the people they help support. Tools will be shared to help support people with an intellectual disability as well.

#### Common Medications and Side Effects

People with an intellectual disability are more likely to be prescribed multiple medications. The Direct Supporter needs to know the reason for the medications, side effects, and what they need to observe, document and report. This session will address these. It is important for the attendant to realize this session is not intended to replace medical advice or information received in the Department of Public Welfare’s Medication Administration Training.

#### Overview of Syndromes

The Direct Supporter needs to be aware that there are many syndromes that people with an intellectual disability may have. We will discuss general syndromes, medical conditions, and behavioral phenotypes for specific syndromes.

#### Older Adults and Dual Diagnosis

Everyone is getting older. It is important for the Direct Supporter to have an understanding of the health issues associated with the normal aging process. This session contains three sections: general information, body systems and mental health. Support strategies will be discussed.

#### Argininosuccinic Acid Disease (1 hour)

TBA

This is a rare disorder, which results in ongoing I/DDs, seizures, and more. Find out how you can recognize it and what important role **you** can play in its life-long treatment.

#### Asperger’s Syndrome

Amy Tobolski

Sometimes called “high-functioning autism”, people with Asperger’s Syndrome often present quite differently than people with Classic Autism. We will discuss those differences and learn through simple exercises how the sensory experiences, motor difficulties, and social and communication problems of people with this disorder may affect their relationship to their environment and to the people in it, as well as ways to support individuals in developing coping skills to maximize their quality of life.

#### Assertiveness

Tim Juliano

Do you have trouble saying ‘no’? Do you know how to deal with insults? Have problems speaking to your boss or in a crowd? Then assertiveness training is for you! Learn how to handle difficult situations and speak up for yourself, and to identify those times when speaking up won’t help.

#### Autism (2 hour)

Amy Tobolski

An overview of Autism Spectrum Disorders, such as Classic Autism, Asperger’s Syndrome, Pervasive Developmental Disorder – NOS, and Rett’s Disorder. Participants will gain basic knowledge of the etiology and some possible causes of ASDs, as well as an understanding of the characteristics commonly associated with ASDs, and various interventions that may be useful.

#### Autism (3 hour)

Amy Tobolski

**This training was developed specifically for county employees/administrators** who (as of July 1, 2017) may be interacting more with people on the Autism Spectrum. Derived from a model developed by the PA Bureau of Autism Services, this presentation will cover the basic domains in which a person on the Autism Spectrum might be impacted. Particular attention will be given to people on the Spectrum who may not qualify for ID Services. We will also cover the types of support that may be beneficial and tips for interacting with a person on the Spectrum. The presentation will be followed by ample time for Q&A.

#### Autism (4 hour)

Amy Tobolski

An overview of Autism Spectrum Disorders, such as Classic Autism, Asperger’s Syndrome, and Pervasive Development Disorder – NOS. Participants will gain basic knowledge of the etiology and some possible causes of ASD. We will discuss the characteristics commonly associated with ASDs, including sensory differences, social and emotional responding, communication problems, and information processing to help participants understand the neurological differences that may underlie the behavioral responses they might be seeing. We will then review various environmental changes and interventions that may be useful, ending with an activity writing social sentences, in order to gain experience with ways to teach individuals with ASDs how to better navigate their social environment.

**Back School**

Sue Swanson

Learn about the anatomy and physiology of the spine, to identify potential risk actors for injury to your back, and techniques to protect your back from injury. Gait Belt training is included in Back School, and is also available as a mini-training by itself.

*\*\* Note: Since not all agencies use the same equipment to lift and transfer individuals, HCQU NW staff cannot train on proper use of this equipment. We will still include Gait Belt use as part of Back School; however, if agencies wish to have staff trained on other equipment, they will have to provide someone to present the equipment-specific training. This can be done during our Back School training, if that works best for the agency. \*\**

**Balance \***

Tim Juliano

An exploration of the mechanisms by which the human body is able to remain upright despite frequent position changes and the pull of gravity, several medical problems that threaten our balance, and ways that we can assist people who experience those problems.

**Basic ADLs**

Sue Swanson

Come learn some handy tips for assisting your individuals with their ADLs, including: how to give a bath, skin care, hand washing, range-of-motion, and how to take a temperature.

**Bloodborne Pathogens \***

Tim Juliano

Information about which dangerous microorganisms can be transmitted through human blood and body fluids, a review of standard (or universal) precautions to keep clients and caregivers safe, and what to do in case of exposure.

**Borderline Personality Disorder in People with Intellectual & Developmental Disabilities**

Amy Tobolski/Connie Copley

Borderline Personality Disorder (BPD) is considered one of the most difficult diagnoses to make in people who also have I/DD. Learning about the disorder can help participants better assist clinicians in determining the presence of BPD. We will focus on the general symptoms of BPD, with emphasis on those typically seen in people with I/DDs. Learn about the course, causes, and treatment of BPD, including specific techniques that have been found to be most beneficial in treating the disorder in people with I/DDs.

**Breast Exam (1 hour)**

Sue Swanson

We can present this training to staff to help them understand the importance of breast self-exams for themselves and the individuals they work with. We can also tailor this training for individuals, to explain the importance of doing a breast self-exam and helping them feel more comfortable with the process.

**Burnout**

Tim Juliano

Those who are busy caring for and supporting others often fail to take care of themselves. You will learn the need for self care, how to identify your needs, and how to deal with stressors in your work and personal life, as well as the signs and symptoms of burnout and how you can prevent burnout in your life.

**Understanding Cholesterol and Triglycerides (Lipids) (1 hour)**

Tim Juliano

Lipids are forms of fat that circulate in the blood and when elevated may be a risk factor for heart disease. Lowering them is important to general health. Learn some measures that can be used to attempt to lower lipids and stay healthy.

**Understanding the DSM-5**

Amy Tobolski/Connie Copley

Learn about Multi-Axial Assessment that is the DSM-5. We review all five axes of diagnosis and some general rules of how diagnoses are recorded. There will be a particular focus on the Global Assessment of Functioning (GAF) Score – what it means and how it is determined – with participants having the opportunity to practice determining the GAF scores for case studies. In addition, we will discuss ways staff can support the processes of assessment, diagnosis, and treatment when working with people with developmental disabilities who have a co-occurring mental illness.

**Urinary Tract Care \***

Sue Swanson

Learn how the urinary system works, causes and treatments for urinary incontinence, infections, and other disorders of the urinary system. We will identify risk factors, causes, treatments and preventative measures.

**Vagus Nerve Stimulator (1 hour)**

TBA

TBA

**Vision**

Sue Swanson

Learn about the workings of the aging eye and specific changes that can occur, what can be done to make the best of the vision someone has, the services available and how their vision needs can be obtained successfully.

**Weight Management \* (1.5 hours)**

Tim Juliano

Exploring the dangers of being overweight, defining obesity, why most diets fail, explaining ideal bodyweight, and suggestions as to how to achieve and maintain it.

**Women's Health \***

Sue Swanson

Review the anatomy and physiology of the female reproductive system, forms of contraception and how they apply to the developmentally disabled individual, how to teach individuals to perform self-breast exams and how to prepare the females you work with for their yearly OBGYN appointment.

**Your Skin and the Sun**

Sue Swanson

Will a healthy tan will protect my skin? Do you have to worry about the sun in winter? What does SPF mean? How does the UV index work? Is your individual at higher risk of sun damage because of the medications he/she is taking? Attend this training and learn the answers to these questions and all about the sun and its beneficial and non-beneficial effects on our skin. This is a very important subject for all of us.

**Thyroid Disorders \* (2 hours)**

Tim Juliano

Thyroid problems are becoming rampant in today's world. Explore how important a properly functioning thyroid gland is to general health, when to suspect that the thyroid isn't working correctly, and what needs to happen to get it back on track!

**Time Management \***

Connie Copley

Learn different methods and techniques to accomplish specific tasks, goals and projects, both personal and professional, and still have time for the good things in life. Remember, every person has an individual time table; therefore it's impossible to have a universal time management outline.

**Tourette Syndrome**

Amy Tobolski/Connie Copley

There are a lot of misconceptions about Tourette Syndrome. We will discuss those misconceptions as well as review the different types of tics that may be experienced by someone with Tourette Syndrome. Learn about how Tourette's is diagnosed and treated and explore some of the reasons it is frequently misdiagnosed. There are a multitude of features that have been associated with Tourette's, and it commonly co-occurs with a variety of other conditions/diagnoses, which we explore in this training.

**Trauma: Focus on Sexual Abuse**

Amy Tobolski

Valenti-Hein & Schwartz (1995) found that over 90% of people with developmental disabilities will experience sexual abuse at some point in their lives. What makes this population so vulnerable? What are the emotional and behavioral signs and symptoms of sexual abuse? Learn the answers to these questions, as well as how to identify triggers to the trauma response and ways to support someone who has experienced trauma through the stages of recovery.

**Traumatic Brain Injury \***

Amy Tobolski

Following a brief review of the definition, types, and causes of TBIs, this training will focus on the impact TBIs have on a person's physical, cognitive, and behavioral functioning. Participants will learn ways to address the most common challenges, such as agitation/temper outbursts and socially inappropriate behaviors.

**Tuberous Sclerosis \***

Tim Juliano

Tuberous Sclerosis Complex (TSC) is a genetic disorder which causes tumors to grow in the brain, eyes, heart, lungs, kidneys, skin, or any other structure. It can manifest at any time during the person's life span and vary widely in its intensity. People with mild cases often live long, productive lives, while other people afflicted with TSC experience complications. Discuss the pathology and effects of TSC and how to best support persons with it.

**Understanding Anger and Supporting Someone Trying to Manage It.**

Connie Copley

Learn about the physiological aspects of anger and common causes/triggers of the anger response. Discuss characteristics of IDD that sometimes make it more difficult for individuals to find socially acceptable ways to express their anger. Through activity and discussion, we begin to understand our own anger response and how to recognize it in others. We also review the necessary components of any support strategy and the specific strategy outlined in the supplemental training for individuals, "Dealing With My Anger".

**Cancer—Breast and Esophageal**

Sue Swanson

Overview of breast and esophageal cancer-includes how to perform a breast self-exam, risk factors and prevention.

**Cancer Overview**

Sue Swanson

An overview of cancer, including causes, risk factors, treatment, and symptom management.

**Cardiac Disease**

Sue Swanson

Review how the heart works, and discuss what can go wrong. The developmentally delayed person is at the same risk as the general population and as we age, we develop more problems and concerns about our heart. Learn about some of the most common diseases and how to recognize them.

**Cerebral Palsy**

Sue Swanson

Learn about Cerebral Palsy: what it is, and how to manage it. Topics include symptoms, growth problems, forms of Cerebral Palsy, and causes.

**“CHARGE” Syndrome**

CHARGE Syndrome (also called CHARGE Association) is a rare disorder resulting from several defects during early fetal development. CHARGE (an acronym for Coloboma of the eye; Heart malformations; Atresia of the nasal passages; Retardation of growth and/or development; Genital hypoplasia; Ear malformations) affects several organ systems of the body. It was recognized as a congenital syndrome in 1981. This one-hour training will identify the characteristics, cause, and treatment of this disease.

**Cholesterol**

Tim Juliano

An introduction to cholesterol, its role in the body, “good” vs. “bad” cholesterol, and information about what the optimum levels of cholesterol in the blood are and how to maintain those levels.

**Colostomy (1 hour)**

Sue Swanson

**DVD PLAYER AND TV ARE REQUIRED FOR THIS COURSE**

Information about colostomies and how to care for them, including skin care, nutrition, and colostomy applications.

**Communicating with the Doctor**

Lisa Brocius

One of the biggest stressors for the caregiver is taking their individual to the doctor. The need for good communication between you, the caregiver, and the doctor is a must when caring for the person you serve. Come learn some useful tips for making your client's doctor visits both productive and as stress-free as possible for the caregiver, individual, and the doctor. Includes tips for scheduling appointments, preparing for the visit, using medical records, and telephoning.

**Craniosacral Therapy (1/2 hour)**

Tim Juliano

A brief overview of what this gentle, non-invasive treatment is, and how it can promote physical, mental, and emotional wellness.

**Cre du chat \* (1 hour)**

TBA

**Dealing With My Anger: Anger Management for People with Developmental Disabilities**

Amy Tobolski/Connie Copley

Learn about the physical and emotional effects of anger and discuss causes and possible outcomes of dealing with anger in unproductive ways. Review STOP, CALM, THINK, ACT, and PAT yourself on the back, and role play some scenarios, discussing various possible responses.

**Death and Dying: Supporting Caregivers**

Tim Juliano

Since people with I/DDs are living longer, the caregiver may be faced with caring for a dying client. This training is intended to provide a general description of what you can expect to encounter when caring for the dying client and how best to cope with their ever-increasing physical and emotional needs.

**Debriefing**

Amy Tobolski/Connie Copley

This training is designed for administrative and supervisory staff, as a starting point for providers to begin to implement formalized debriefing as requested by the Office of Developmental Programs (ODP). The training will offer tools for providers to develop a means of analyzing a critical event, examine how the event occurred, and facilitate improved outcomes in the future.

**De-escalation**

Connie Copley

Many Direct Support Professionals are faced with the challenge of interacting with an individual who displays extreme agitation that may lead to behaviors that endanger the person or those around them. Increase your awareness of underlying causes -- including clinical issues -- that may contribute to a person's challenging behaviors. We will discuss interpersonal skills necessary to effectively interact with a person whose agitation has escalated, and learn coping and distracting strategies they may teach and subsequently suggest to an individual to help him/her self-calm.

**Dementia**

Tim Juliano

Dementia is any neurologic disorder in which the primary symptoms involve a deterioration of mental functioning equaling "brain failure". It is devastating to those affected, including family and caregivers. Learn what to expect related to declining mental function; strategies to preserve function, handle agitation, and ward off devastation to all involved in the care of individuals with dementia. Also a look at several conditions which look like dementia but are not.

**Dental Hygiene**

TBA

The basics of good dental hygiene for both you and the individual you serve. Learn about the common problems that can occur with our teeth and how to help prevent them, and learn the correct way to brush and floss. We will also discuss some common and some not-so-common dental concerns and offer suggestions for helping the individuals we care for obtain good dental hygiene. We will share ideas to use when performing the procedure for others who cannot do so for themselves. (PS – Do you know when the first use of toothpaste was recorded and what it was made from? Come to this class and learn!)

**Stroke**

Sue Swanson

Learn the risk factors, warning signs, current treatment and rehabilitation for the person who has had a brain attack.

**Substance Abuse**

TBA

Learn about major substances of abuse: alcohol, marijuana, nicotine, and prescription medications, such as: sedatives, tranquilizers, opioids (pain killers) and stimulants, as well as where to go for help. Come away more aware of the principles of addiction treatment.

**Supporting Someone Who is a Sex Offender**

Amy Tobolski/Connie Copley

Using the Guiding Principles outlined in Positive Approaches: Learning About Emerging Best Practices In Supporting Individuals With I/DD Who Also Have Problematic Sexual Behaviors, this training focuses on helping service providers understand sex offenses and outlines ways to structure supports within community-based programs. Learn about the importance of understanding the person's cycle of offending in order to prevent re-offending. Discuss how to identify potential "Red Flag" behaviors and risk factors, and ways to decrease the risk of relapse. Practical aspects of supervision, the on-going assessment process, and the importance of the team approach will also be reviewed.

**Syndromes**

This is a training that will briefly discuss five common syndromes often seen in the MH/I/DD community. Fetal Alcohol, Down, Fragile X, Prader-Willie and Angelman, which can cause I/DD.

**Teaching Abilities**

Amy Tobolski/Connie Copley

One of the many "hats" Direct Support Professionals are asked to wear is that of Teacher. Yet for many of us, teaching another does not come naturally and may be something we've had little experience doing. Learn a variety of teaching strategies and techniques, as well as how to identify and overcome some of the most common blocks you may encounter when approaching the teaching process with the individuals you serve. We will also discuss a different approach to data collection and assessment of the individual's learning progress.

**Team Building (3 hours)**

Tim Juliano/Darryl Bergstrom

T E A M: Together Everyone Accomplishes More

Teamwork is a highly valued skill in the workplace—there are few jobs that one can successfully accomplish without the help of others—but it does not just happen. It depends on the communication and leadership skills of the entire team to make it happen. Spend a fun-filled day with us and learn valuable team building skills, including how to make the most of the skills each team member brings to the team, to help your co-workers buy into the team concept, valuable communication skills, and how attitudes play a huge role in the success or failure of your team. We must have a minimum of six (6) people registered for this class to take place.

**Testicular Self-Exam (1 hour)**

Tim Juliano

For staff or individuals, to help them understand the importance of regular testicular exams, as well as learn the proper way to conduct self-exams.

**SET Communication (1.5 hours)**

Amy Tobolski

Originally developed as a means of communicating more effectively with people with Borderline Personality Disorder, S.E.T. Communication has been used effectively with trauma survivors as well, and should be considered an important tool for anyone who supports and interacts with individuals who can become agitated. S.E.T. Communication offers a means of getting through the inner turmoil a person is experiencing so that he/she can hear and comprehend necessary information in order to make good decisions.

**Sexuality**

Amy Tobolski

TBA

**Sleep \***

Tim Juliano

A look at the need for sleep, the many benefits sleep provides (of which we may be unaware), the problems that result from lack of sleep, sleep disorders and their treatments, and some tips on getting adequate sleep.

**Smoking Cessation (1 hour)**

Tim Juliano

A one-on-one training for individuals who smoke who may or may not be contemplating quitting. Information is given in a way that explains how both smoking and quitting will impact them.

**Social Media and Internet Safety (1 hour)**

Darryl Bergstrom

Basic training designed to introduce participants to a variety of technologically based tools which may enhance daily life and communication in a variety of ways, and may also present a safety risk. We will address how to use technology safely.

**Social Stories (1.5 hours)**

Amy Tobolski

Originally developed as a tool for supporting people on the Autism Spectrum, Social Stories can be an effective way to make abstract concepts more concrete. Participants will learn about the types of situations in which Social Stories may be beneficial, the goals of Social Stories, and how they are structured (and why). Participants will have the opportunity to practice writing a Sumlin Social Story.

**Sticks and Stones: Helping People with Intellectual Disabilities Deal with Bullying**

Connie Copley

*"In our zeal for the goals of integration, inclusion and mainstreaming we've forgotten who has to walk the corridors, the hallways, and the pathways of the community. We put on rose coloured glasses and pretend that our job is done when a student with a disability is in a regular school, when an employee with a disability is in a regular job, when a person with a disability lives in a regular neighbourhood... We are asking a seven year old girl with Down Syndrome to be Rosa Parks." -- Dave Hingsburger*

**Stress Management \***

Connie Copley

Feeling exhausted? Overwhelmed? Just can't take it anymore? If your exercise routine is "clench muscles, hold for twelve hours, release for a count of five, then clench again", this training is for you! Learn about the origins, signs, and symptoms of stress, and maybe even laugh a little. This course is recommended for anyone wishing to reduce stress in his/her life as well as the lives of the people we serve.

**Dental Hygiene for Someone with an ID**

TBA

Learn why it's so important to keep your teeth and mouth clean and healthy, what can happen if you do not, some conditions that can affect your teeth and mouth, and how to properly brush and floss your teeth.

**Diabetes \***

Tim Juliano

A brief explanation about what Diabetes is and how it is dangerous to the circulatory system, the different types of Diabetes, and how Diabetes is managed and treated with diet, exercise and medication.

**Diabetes and Nutrition**

Tim Juliano

Review of what Diabetes is, how it affects the body, different types of diabetes, and the treatment of people who have Diabetes, focusing on diet, including balance, portion control, carbohydrate counting, and glycemic index.

**Diabetes Insipidus**

Tim Juliano

The "Other" Diabetes—not related to blood sugar and insulin, but to a hormone that helps control our fluid levels; what happens when it is deficient, and how this problem is treated.

**Down Syndrome \***

Tim Juliano

People with Down Syndrome are living longer and developing many diseases common to the general population. This training will discuss some of the conditions that are more common in these individuals, such as obesity, Alzheimer's Disease, hypothyroidism, musculoskeletal concerns, and many more.

**Drug Interactions and Related Lab Values**

The use of vitamins, herbals, and over-the-counter medications has become more and more popular. Learn about interactions that can occur between prescription medications, foods, vitamins, and herbals – especially with the complex medication regimens of the individuals with developmental disabilities. Come learn how you can help assure better outcomes for your individuals with their medication regimes.

**Dual Diagnosis 101:****Supporting Someone with an I/DD Who Also has a Mental Illness** Connie Copley

Adapted from the PA OMR Statewide Training and Technical Assistance Initiative/ Contract Consultants, Inc. publication "Identifying Mental Illness in People With Developmental Disabilities: Learning to Present Information and Work Effectively With the Psychiatrist", this two-hour training covers basic concepts of Mental Illness and how they specifically relate to someone who also has an Intellectual Disability, different types of symptoms and how they may manifest behaviorally, the diagnostic process and how to support it, the basic principle of medication usage and monitoring, and all within the context of the Positive Approaches paradigm. *Learning to Describe* (also available through Milestone HCQU NW) is highly recommended as a complementary follow-up training.

**Dual Diagnosis: Pennsylvania Dual Diagnosis Direct Support Curriculum (See Page 22)**

**Dysphagia**

Sue Swanson

This course will help staff identify clients at risk for Dysphagia. We will discuss signs, symptoms, and treatment measures, the swallowing process, and understanding Dysphagia as a disability.

**Ears & Hearing Aids**

TBA

**Eating Disorders \* (1.5 hours)**

Tim Juliano

A review of the main types of eating disorders including what behaviors accompany them, why they are difficult to treat, and what we as caregivers (or even friends) can do to help someone who struggles with an eating disorder.

**Edema (.5 hours)**

Edema is a symptom of other diseases resulting in the accumulation of watery fluids in tissues. In this short training, we discuss what edema is, what causes it, and how to treat it.

**Emergency Preparedness (1 hour)**

Darryl Bergstrom

What do you need to have in the event of an emergency? This training will offer suggestions on what to have ready to grab at a moment's notice, whether the emergency is a fire, flood, or a variety of other situations.

**Enteral/Tube Feeding (1 hour)**

Sue Swanson

Be more comfortable tube feeding clients. We discuss reasons for and methods of tube feeding, care of G-Tube site and equipment, how to give a tube feeding, possible complications, and how to maintain the client's oral hygiene.

**Executive Function 101**

Amy Tobolski/Connie Copley

Repetitive questions, difficulty with transitions, and quick frustration are just some of the behaviors we often find difficult to understand and support. We will consider the ways in which executive functioning impact those with IDD, discuss how this contributes to the behavior we find challenging, share our experiences and discuss helpful strategies for assisting the people we support in addressing these issues.

**Fall Prevention \***

Sue Swanson

Are your clients at risk of falling? Are the pathways clear? Are floors wet? You are responsible for making the areas used by your clients as safe as possible. This course will discuss how all can accomplish this.

**Family Dynamics**

Connie Copley

Explore the perspective of family members of individuals with developmental disabilities. Learn ways to respond to needs and requests and to understand the dynamics of relationships, particularly in families that have a member(s) with a disability.

**Fetal Alcohol Spectrum Disorder**

Connie Copley

FASD is an umbrella term for the effects of fetal exposure to alcohol. There is a growing awareness that FASD is more prevalent in the IDD population than was once recognized. We review the characteristics of FASDs, focusing on the neuro-cognitive impact, including learning, memory, and executive functioning; discuss how a person with an FASD may need to be supported differently, as they typically have difficulty learning from consequences and putting "rules" into action; and review specific support strategies to foster successful interactions and interventions.

**Note: Problematic sexual behavior and sexual offending behavior are both serious problems and need to be addressed. A problematic sexual behavior might involve excessive or harmful masturbation and a sexual offence is one where an illegal activity has occurred, whether charges are pressed or not.**

Assessing people with problematic sexual behavior and implementing appropriate supervision and treatment are skills that many agencies struggle with. This training can assist agencies in developing a process for supporting individuals with very serious, complex and at times dangerous sexual behavior.

**Schizoaffective Disorder**

Connie Copley

Schizoaffective Disorder is recognized by the American Psychiatric Association as a serious mental illness in which the person experiences both the Active Phase Symptoms of Schizophrenia (delusions, hallucinations, etc.) and the symptoms of a Mood Disorder (Bipolar or Depression), often at the same time. It can sometimes be difficult to recognize, especially if the person also has an Intellectual/Developmental Disability. Participants will have a chance to review each separate disorder as well as how they may appear when co-occurring as Schizoaffective Disorder. Review clinical treatment approaches as well as ways for Direct Support Professionals to assist the person in managing his illness, rather than the illness managing him.

**Science of Behavior: Understanding Basic Behavioral Principles**

Amy Tobolski

The scientific principles of behavior are at work in our lives everyday. "Behavior" is a word we frequently find ourselves using, especially in our work with people with developmental disabilities, yet how many of us could objectively define what "behavior" is? Do you know the difference between "negative reinforcement" and "punishment"? What is "satiation" and how can it be avoided? Learn the answers to these questions and much more. Understanding these principles can help us better evaluate what we are doing and how we may inadvertently be contributing to the very behaviors we are trying to help someone change.

**Seizure Disorders \***

Tim Juliano

Seizure disorders are very common in people with I/DD. Learn what triggers seizures, the different types of seizures, the signs and symptoms of each, and the first aid measures to be followed. Treatment options are also covered in this training.

**Self Esteem**

Tim Juliano

Self-Esteem determines how people see themselves, as well as how they see the world. Many of us, as well as the individuals we serve, need information on how to improve self-esteem. This course will teach the basics of self-care, building confidence, and increasing self-respect.

**Sensitivity 1: Disabilities**

Connie Copley

Living with disability is a unique experience. It can happen at any time in a person's life span. This training will discuss an overall view of disabilities and how we as a society react/relate to those with disabilities. We will discuss the attitudinal barriers and how to break them down by using the "people first" language and some basic practical advice for relating to the individual's you serve.

**Sensitivity 2: Diversity**

Amy Tobolski/Connie Copley

Diversity is about empowering people and celebrating the uniqueness built into every individual. Gain an awareness of lifestyles, stereotyping, and cultural diversity and how it impacts our work.

**QPR (Question, Persuade, Refer) (1—1.5 hours)**

Darryl Bergstrom

QPR stands for Question, Persuade, and Refer — the three simple steps anyone can learn to help save a life from suicide. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor.

**Rhabdomyolysis (.5 hours)**

TBA

Rhabdomyolysis often leads to kidney failure. This training gives an overview of rhabdomyolysis, including causes, symptoms, treatment, and prognosis.

**Respiratory Diseases 1**

Sue Swanson

We discuss COPD including asthma, emphysema, and chronic bronchitis. Included will be description, symptoms, treatment and prognosis.

**Respiratory Diseases 2**

Sue Swanson

We discuss respiratory diseases not included in Part 1, including pneumonia, lung cancer, tuberculosis, sleep apnea and pleurisy.

**Rheumatoid Arthritis**

Tim Juliano

Rheumatoid Arthritis (RA) is a chronic, usually progressive, autoimmune disorder in which a person's immune system attacks the body's own tissues. Learn the symptoms, diagnoses, treatment options, and preservation of function for people living with RA.

**Safe Home Visits**

Sue Swanson/Tim Juliano

Geared to those who provide "in-home visits" as part of their job, this training provides information for Supports Coordinators, Social Workers, County Workers, etc. It covers Universal Precautions and how to protect yourself and the client/consumer from infectious diseases and other possible health hazards or concerns.

**Safe Medication Administration**

Tim Juliano

How much can there be to giving medications? Almost everyone takes medications or administers them to family members occasionally and with a minimal amount of training! However, a different set of rules and regulations apply when you administer medications as part of your job. Medication administration is a huge responsibility - especially when you administer medications in a non-medical setting. The purpose of this training is not to teach you everything about all medications; it is to teach you to safely administer medications and to avoid medication errors. When given correctly, medications can aid in the prevention, diagnosis, or elimination of disease, reduce symptoms and improve quality of life. When given incorrectly, medications may have decreased effect and may make a person feel worse or even cause death.

**Safer Options (5 hours)**

Amy Tobolski/Tim Juliano

The purpose of the Safer Options Manual and accompanying training is to support the development and implementation of community based treatment programs for individuals with disabilities who have problematic and/or sex offending behavior. The manual provides information on ethics, sexuality, Pennsylvania statutes, risk assessment, treatment, supervision, treatment teams, as well as training and support for staff. *(continued on next page)*

**Fire Safety**

Darryl Bergstrom

Prevention is the best fire safety practice, and everything else builds upon it. Learn common causes of fires, how to help prevent them, and what to do if a fire occurs.

**The Flu**

Tim Juliano

Learn about the flu – its etiology, symptoms, treatment, and prevention.

**Gastro Disorders 1: Upper GI**

Sue Swanson

Learn about the anatomy of the upper GI tract, and the many disorders that may affect it, including Peptic Ulcer Disease, GERD, Hiatal Hernia, Barrett's Esophagus, cancer of the oral cavity, and cancer of the esophagus. Signs, symptoms, treatments, and complications of these disorders will be discussed.

**Gastro Disorders 2: Lower GI**

Sue Swanson

Learn the risk factors, causes, and treatment options for constipation, Crohn's Disease/IBS/colitis, hemorrhoids, polyps, cancer of the lower GI, and gluten sensitivity.

**General Wellness**

Tim Juliano

Learn several approaches to maximize physical and emotional health and help avoid chronic illnesses, including some surprising information about how our habits affect us and how we can do better without spending a lot of money or relying on so many medications.

**Geriatric Psychiatric Conditions and Care in the Elderly Person with IDD**

Amy Tobolski/Connie Copley

Gain awareness of similarities in symptoms of various psychiatric disorders in the elderly person with ID, and some ways to tell the difference. Learn some ways to interact with and provide support to an elderly person with ID who also has a psychiatric illness, as well as some ways to identify and assess for high-risk issues in the elderly ID population.

**Gluten-Free Diet (1.5 hours)**

Sue Swanson

Removing gluten from the diet is not easy. Staying on a gluten-free diet can dramatically improve a person's health status. This training gives an overview along with some suggestions on how to follow the diet.

**Grief**

An overview of grief and loss. Grief is the reaction people have to a loss in their lives. We will look at the grieving process, as well as emotions and feelings, and how this relates to everyday life for individuals with I/DD. We will also discuss ways to support those who suffer loss/grief .

**Head-to-Toe Assessment (3 hours)**

Sue Swanson

Individuals with developmental disabilities rely on you to help them when they have health problems. This includes reporting signs and symptoms to the proper health care professionals as needed. Learn what to look for and why observation is necessary. The head-to-toe assessment is a tool for organizing the information you are collecting.

**Hearing Voices (3 hours)**

HCQU Staff

Hearing Distressing Voices is a ground breaking course created by Pat Deegan that helps mental health professionals understand the challenges facing people with psychiatric disabilities. Participants listen to distressing voices through headphones while completing a series of tasks. Afterward, during the debriefing, even veteran mental health practitioners say they have gleaned new insights into the strength and resilience of people with psychiatric disabilities.

**Hepatitis**

Sue Swanson

Learn about the different forms of hepatitis and how each is transmitted, treated, and prevented, as well as how to support the individual who may contract this disease.

**HIV/AIDS**

There are approximately 40,000 new HIV infections occurring in the US every year. Are you at risk? Are the individuals you care for at risk? Do you know the difference between HIV and AIDS? Are you aware of how HIV is and is not transmitted? Do you know how to care for someone who has a diagnosis of HIV or AIDS? If you are unable to answer these questions, this training is for you!

**Hydration/Dehydration**

Tim Juliano

How do you know if you are dehydrated? What do you do if you are? Learn the signs and symptoms of dehydration, what causes it, how to treat it, and who is most at risk for becoming dehydrated, as well as the difference between heat cramps, heat exhaustion, and heat stroke and what to do if you or someone you know is showing signs of any of these conditions.

**Hygiene for the Consumer****Men's**

Tim Juliano

**Women's**

Sue Swanson

How often should I take a bath or shower? Is it really that important to brush my teeth? In these 1-hour trainings, you'll learn the answer to these and many more questions about hygiene. We'll also talk a little about how to do laundry, share tips for travelling, and more. You'll also get a hygiene booklet to keep.

**Hypertension: The Silent Killer \***

Sue Swanson

Hypertension/high blood pressure usually has no symptoms and can affect anyone. Learn what it is, risk factors, diagnosis, treatment, and complications. With this increased knowledge, you can better help the individuals you serve understand this disease and help them better comply with treatment.

**Identifying Mental Illness in People with an I/DD (10 hours)**

Amy Tobolski

This two-day training, based on the presentation of Guy Légaré of the ODP Statewide Training and Technical Assistance Initiative, is available to agencies by request and requires a minimum of five participants. Participants must commit to both sessions, which last approximately five hours each. Major areas of discussion include: Positive Approaches as a way to look differently at what we see; a review of mental illness, with particular focus on mood disorders; the diagnostic process; treatment and psychopharmacology; how to maximize your time with the psychiatrist by organizing your information differently; and suggestions on how to better support someone with a mood disorder. Learn through lecture, discussion, video, and activities designed to improve understanding of behaviors as possible symptoms.

**Poison Prevention (1 hour)**

Darryl Bergstrom

Learn about different poisons and how to help prevent accidental poisonings.

**Positive Approaches 1: The Gift of Listening**

Connie Copley

In addition to learning about effective listening skills and listening 'blocks' to be avoided, participants will learn through activities and discussion the ways that good listening skills can enhance helping relationships.

**Positive Approaches 2: Building Bridges to Belonging**

Connie Copley

"Being in the community is not enough. The real goal is to help people to develop relationships, to make positive contributions to society, to have more choices, to be valued, and to share in the resources a community has to offer. In short, the real goal is to help people to belong." - David Pitonyak

**Positive Approaches 3: Creating Everyday Lives**

Amy Tobolski/Connie Copley

Rooted in the philosophy of Positive Approaches, Everyday Lives is the framework developed in Pennsylvania for making Self-Determination a reality. Via lecture, activity, and discussion, participants will learn the whats, whys, and hows of making Everyday Lives a reality for people with I/DD.

**Positive Approaches 4: Good Reasons**

Amy Tobolski/Connie Copley

The philosophy of Positive Approaches tells us that people have good reasons to act the way they do. The behaviors we witness are just the "tip of the iceberg". Learn to increase your awareness of and sensitivity to what underlies challenging behaviors, and ways to improve the effectiveness of interventions.

**Pressure Ulcer Prevention \***

Sue Swanson

Learn about pressure ulcers: who is at risk for them; what causes them; how to assess for risk; and the various stages of pressure ulcers.

**Psychological Trauma: When Ordinary Human Adaptations Become Overwhelmed (4 hours)**

Amy Tobolski

The experience of traumatic events can leave a person feeling lost and overwhelmed, shattering their ability to trust and feel safe. The statistics on abuse and trauma among the developmentally disabled are staggering. In this four-hour session we discuss the various sources of trauma that may exist in the histories of the people we find challenging and the effects these experiences may have. Learn how the symptoms of trauma are often mislabeled as "behavioral," particularly for people with limited communication skills. Discuss ways to identify triggers and begin to rebuild a basic sense of trust and security.

**Public vs. Private (two 1-hour sessions)**

Amy Tobolski/Connie Copley

In this two-part (1 hour each) training, individuals will learn what is considered appropriate versus inappropriate behavior, including when and where it is okay to touch someone and what behaviors are acceptable in public and what should be done in private. Part 1 of this training lays out the 'ground rules' for interacting with others, while Part 2 utilizes role playing to demonstrate acceptable and unacceptable behaviors.

**Over-the-Counter Medications (3 hours)**

TBA

Learn about several of the more commonly used over-the-counter (OTC) medications. Do you know how to use these medications correctly? How do you decide which of these medications to give if your individual has more than one ordered? Learn how to use these medications safely and efficaciously.

The following will be discussed with each medication:

- generic vs. brand name for each medication
- uses of each medication
- precautions for each medication
- potential side effects of each medication
- potential interactions of each medication with other medications and food
- symptoms of over-dosage for each medication
- guidelines for dosage and administration for each medication
- proper storage for each medication

At the conclusion of this training you will receive a booklet to take with you to place in your group or residential home which can be used as a reference and guide for these over the counter medications.

**Overview of Intellectual Disabilities**

Amy Tobolski

Learn the history of our understanding of I/DD, its prevalence and leading causes, and how it is diagnosed. Discuss clinical classifications and their meanings and operational definitions surrounding the physiological and cognitive differences of people with I/DD to gain a better understanding of what I/DD is, and what it is not.

**Pain \***

Tim Juliano

Pain is a universal experience. We will examine the different types of pain, the importance of observing non-verbal indicators of pain, particularly in the IDD population, various methods of treating pain, and the importance of continually observing clients to see if treatments are working.

**Parkinson's Disease**

Sue Swanson

Parkinson's disease is a disorder of the central nervous system that affects approximately 1 million people in the US today. You will learn about the cause, symptoms, stages, and treatment options available. You will learn how to help the individuals you serve live with Parkinson's disease, including adapting the environment for safety and nutritional guidelines.

**Personality Disorders**

Connie Copley

What is a Personality Disorder? How are the disorders different? How are they the same? How can I support someone who has been diagnosed? Learn the answer to these questions and more, such as the challenges to diagnosing Personality Disorders, causes, and typical treatment & support strategies for people who also have I/DD. We will also discuss some common personality styles that fall under the diagnosis of Personality Disorder Not Otherwise Specified (PDNOS).

**PICA (1 hour)**

Sue Swanson

Pica, an eating disorder in which people crave non-food items, is common in up to 26% of individuals. Learn what Pica is, its potential complications, who has it, causes, and treatments. Recommendations and prognosis will be discussed.

**Infectious Diseases (3 hours)**

Tim Juliano

This training covers the most common infectious diseases that tend to occur more often in group settings. Along with colds and flu, we discuss viral gastroenteritis, pneumonia, infectious mononucleosis, tuberculosis, lice, and scabies. Learn the etiology, prevalence, signs and symptoms, treatment, complications, and prevention of each disease. This training will help prepare you to care for individuals who may become ill or who may be more prone to illness due to underlying physical problems or living situations.

**Intensive Systems Therapy (15-27 hours)**

Amy Tobolski/Tim Juliano

IST involves a short series of day-long trainings over a period of a few weeks. Learn specific communication techniques designed to coach and empower individuals to express feelings and make informed choices, providing better opportunities for them to achieve success on a daily basis. This can establish a better fit for the individuals to their living environment, thus leading to fewer volatile episodes and, in turn, decreased stress levels for both individuals and staff!

**Intermittent Catheterization (.5 hours)**

Sue Swanson

Participants will learn the steps to perform a catheterization procedure.

**Intro to Emergencies**

Tim Juliano

A review of the most commonly seen emergencies that may occur in or around your group/family home. Learn when it is appropriate "to Call or Not to Call 911".

**Is This Abuse?**

Connie Copley

**DVD PLAYER AND TV ARE REQUIRED FOR THIS COURSE**

We all have our own ideas about what abuse is based on our upbringing, culture, and experiences. While everyone has a right to his or her own beliefs, as professionals we are required to adhere to regulations regarding abuse. Utilizing the video "Is This Abuse?" from YAI/National Institute for People with Disabilities, participants discuss various scenarios to gain a better understanding of how we sometimes unintentionally engage in abusive behavior in our efforts to be helpful. Supplemental teaching and activities will be provided around various aspects of abuse, including the different types of abuse and potential signs/signals of their presence.

**Lab Tests and Values (1 hour)**

TBA

Many medications need monitored with drug level and/or other tests that screen for problems related to medications. The normal values and necessary tests will be discussed during this training.

**Leadership**

Tim Juliano

What gives someone the right to lead? Rank? Title? Come to this training to find out. We will discuss what makes someone a great leader, including how to develop good people skills, how to get along with difficult people, and conflict resolution.

**Learning to Describe (3 hours)**

Amy Tobolski &amp; Connie Copley

**DVD PLAYER AND TV ARE REQUIRED FOR THIS COURSE**

This 3-hour training will provide participants with a framework to better understand how to support someone who has a developmental disability and a co-occurring mental illness. Participants must realize that we first have to change our assumptions about the person we are serving. It will also help participants understand some of the basics of dual diagnosis (MH&I/DD) and provide a teaching model to help staff and teams develop a tool for recording and sharing information with the treating psychiatrist.

**Lyme Disease (1 hour) \***

Sue Swanson

Lyme Disease can occur when you are bitten by an infected deer tick. Learn how to prevent tick bites, how to remove an embedded tick, and what to do if you have been bitten, as well as signs and potential effects of Lyme Disease.

**Maple Syrup Urine Disease (MSUD) (1 hour)**

TBA

What is MSUD? This uncommon disorder is more common in Pennsylvania than other areas of the world, and involves a metabolism disorder.

**Men's Health \***

Tim Juliano

This training includes the disease risk factors associated with the male population, such as testicular and prostate cancers, STD's, and benign prostatic hypertrophy. It includes contraception and STD prevention as well as diseases that are associated with women but that men can also get.

**Mental Health First Aid USA (8 hours)**

Lisa Brocious/Darryl Bergstrom

An interactive course that presents an overview of mental illness and substance use disorders in the U.S. and introduces the participants to risk factors and warning signs of mental health problems, builds understanding of their impact, and overviews common treatments. Those who take the course to become certified Mental Health First Aiders learn a 5-step action plan encompassing the skills, resources, and knowledge to help an individual in crisis connect with appropriate professional, peer, social, and self-help care.

**Mental Health First Aid USA, Youth Curriculum (8 hours)**

Lisa Brocious/Darryl Bergstrom

A public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge.

**Mood Disorders 1: Depression**

Connie Copley

An overview of the most common depressive disorders, their possible causes, potential triggers and the treatments, including a brief review of medications. Discuss general symptoms of depression and ways they manifest in the individual with I/DD and review documentation methods that can assist doctors in diagnosing and assessing the effects of treatment.

**Mood Disorders 2: Bi-Polar**

Connie Copley

An overview of mania and the cyclical nature of Bi-Polar Disorder. Learn about current research, potential triggers, and general symptomology regarding Bi-Polar Disorder. We briefly review current treatments, including medications, and discuss the ways Bi-Polar Disorder may manifest in the individual with I/DD. We review documentation methods that can assist doctors in diagnosing and assessing the effects of treatment. Mood Disorders 1 is a recommended prerequisite.

**Motivation: Empowering People with Developmental Disabilities** Connie Copley

"We cannot motivate others, but we can create conditions for people to motivate themselves." Discuss the personal, interpersonal, and environmental conditions that inhibit people with developmental disabilities from motivating themselves. Learn about the principles of creating conditions optimal for self-motivation, including assessment and some practical suggestions.

**MRSA: Methacillin Resistant Staph Aureus (1 hour)**

Sue Swanson

Discuss MRSA – what it is, how it is spread, and how to prevent spreading. Learn the difference between MRSA colonization and infection and how to care for the individual at home with a diagnosis of MRSA.

**Neuroleptic Malignant Syndrome (.5 hours)**

TBA

An overview of NMS, a rare and potentially fatal reaction to antipsychotic medications, and what you need to monitor.

**Non-Verbal Communication 1: More Than Words** Amy Tobolski/Connie Copley

Most experts agree that the spoken word accounts for very little of the meaning that is conveyed during communication. Nonverbal communication can provide clues to a multitude of underlying emotions, including pleasure, agreement, anger, uncertainty, or disliking. It includes things like body language (gestures, postures, orientation) and facial expressions, as well as the qualities of speech (irrespective of the content) known as paralanguage. Learn about these and more as we discuss the importance of reading these non-verbals, especially when supporting someone who has limited verbal communication. Recommended in conjunction with Nonverbal Communication 2: Maximizing Skills.

**Non-Verbal Communication 2: Maximizing Skills** Amy Tobolski/Connie Copley

In part one, we learned that there are various forms of communication in addition to the spoken word. For people who are unable to communicate verbally, there are various options. We can be sure that people can and will communicate, with whatever means available to them, but the ability to communicate must be functional in all environments to truly benefit the person. Learn about ways to provide alternative methods of communicating and discuss how to recognize and avoid common response biases frequently seen in people with I/DD that can inhibit our understanding of the person's true needs and wants. Part one is highly recommended, but not required.

**Nutrition \***

Tim Juliano

What nutrition is, how the "Standard American Diet" compares with the current recommended dietary guidelines, a look at portions today, and what we all can do to eat better food that still tastes good!

**Obsessive-Compulsive Disorder (OCD)**

Amy Tobolski/Connie Copley

Learn about the rituals and routines that are common compulsions and the obsessive thought patterns that drive them. An overview of possible causes, as well as current treatment modalities will be discussed. Learn ways to best support someone with OCD who also has a developmental disability.

**Osteoarthritis**

Osteoarthritis is defined as inflammation of a joint or a state characterized by inflammation of joints. This course is designed to inform attendees of the causes, symptoms, diagnosing, and treatment options related to Osteoarthritis.

**Osteoporosis**

What is it? What causes it? Who is at risk for it? Learn about various treatments as well as preventative measures.