Self-Directing Supports
Getting Started

Once the plan has been developed, you can begin to self-direct supports to achieve your goals. Self-directing supports involves nine important steps.

1) Consider the goals and supports in the plan
2) Consider the budget you have created
3) Find someone to provide any formal supports included in the budget
4) Find someone to provide any informal supports included in the plan
5) Train family members and support providers as needed
6) Decide if your child and family are satisfied with your child’s progress
7) Meet to discuss how the plan is going and make revisions

This section provides information to help you carry out the plan. You can direct the plan yourself or ask your support broker for help. Remember you do not have to carry out the plan on your own. You have the support of friends, neighbors, your fiscal agent, case manager, caregivers and professionals who will work together to provide your child with a meaningful life. Feel free to add new information to this section as you gain experience. You will update the plan as needed to meet your child/families’ changing needs.

Resources in this section:

Planning worksheets:

These simple checklists can be used to help record plans, track progress and keep other team members in the loop. Families are encouraged to include simple pictures to help children visualize goals. Families are free to design forms that work for them, to keep a simple checklist by the phone or to use no forms at all.

Youth involvement checklists:

These checklists can help you involve a teen with a disability in planning. Teens gain valuable experience by being consulted about schedules, the kind of people they like to have work for them and the community activities that they would like to try out or be involved in.
Planning Worksheets

These simple checklists can be used to help record plans, track progress and keep other team members in the loop. Families are encouraged to include simple pictures to help children visualize goals. Families are free to design forms that work for them, to keep a simple checklist by the phone or to use no forms at all.

The example below describes how plans can be used to track progress towards goals.

An example of formal supports for a two year old boy with CP.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Formal or informal</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ryan will walk around the living room without help</td>
<td>Formal/Informal Physical Therapy</td>
<td>Describe the support: Physical therapy- training family to do stretches daily and providing therapy at the center one time per week</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State the purpose: Help Ryan relax and gain strength for walking</td>
</tr>
</tbody>
</table>
|                             |                    | Responsible: Mary Carson – Therapist
Jack Carson – Ryan’s Dad
Sue Carson’s – Ryan’s child care provider |
|                             |                    | Due/Review Dates: Check on progress monthly. |

An example of informal supports for a ten year old girl with Down syndrome.

<table>
<thead>
<tr>
<th>Goals:</th>
<th>Formal or informal</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue will be called by friends from her special education class</td>
<td>Formal/Informal</td>
<td>Describe the support: Set up a calling tree and give Sue a script to follow that will be kept by the phone. Set up a calling time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>State the purpose: To help Sue make friends and gain self confidence and phone skills</td>
</tr>
</tbody>
</table>
|                                             |                    | Responsible: Jennifer Parks – Sue’s teacher
Molly Halstad – Sue’s mother
Rene Halstad – Sue’s big sister |
<p>|                                             |                    | Due/Review Dates: All items to be in place in two weeks. Monitor progress quarterly. |</p>
<table>
<thead>
<tr>
<th>Goals:</th>
<th>Formal or informal</th>
<th>Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal/Informal</td>
<td>Describe the support:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State the purpose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due/Review Dates:</td>
<td></td>
</tr>
<tr>
<td>Formal/Informal</td>
<td>Describe the support:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State the purpose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due/Review Dates:</td>
<td></td>
</tr>
<tr>
<td>Formal/Informal</td>
<td>Describe the support:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State the purpose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due/Review Dates:</td>
<td></td>
</tr>
<tr>
<td>Formal/Informal</td>
<td>Describe the support:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State the purpose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due/Review Dates:</td>
<td></td>
</tr>
<tr>
<td>Formal/Informal</td>
<td>Describe the support:</td>
<td></td>
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<tr>
<td></td>
<td>State the purpose:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Responsible:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due/Review Dates:</td>
<td></td>
</tr>
</tbody>
</table>
Youth Involvement Checklist

Look at the list of activities below. Which steps can your son or daughter do? Read the steps to/with your son or daughter. Decide which steps they might like to complete. Watching is OK for a while. Doing just part of a step is OK too. Gradually give them more to do as they gain confidence.

_____

Decide who will come to the meeting

• Point to pictures of friends, relatives and neighbors
• Name people who are important to him/her
• Deliver an invitation to a professional
• Choose who he/she wants to be in his circle of support
• Follow a picture/word script to call and invite someone to attend
• Ask someone to complete the planning forms
• Fill out part/all of the form to list team members

_____

Get ready for the meeting and make people feel comfortable

• Smile and greet people as they arrive
• Pass out cookies or drinks
• Bring paper or tablets to people who need them
• Turn off the TV or music during the meeting
• Bring something to look at if discussion gets longer than interest
• Help to clean up before people arrive
• Find out if a meeting place is available

_____

Start the meeting and talk about your life

• Welcome everyone and thank them for coming
• Call people by name.
• Ask someone to take notes (Use words or pass a pencil/tablet)
• State the purpose of the meeting “Help me plan my life.”
• Show pictures of self doing favorite and important activities
• Invite the group to talk about dreams and strengths
• Take turns. Ask for comments “What do you think about that?”
• Ask the note taker to list dreams, strengths
• Ask the group to help you describe a perfect day and worst nightmares
• Ask the note taker to write your story on a chart so all can see
• Take a short break when needed. Ask everyone if they would like more cookies
Write goals that will lead to a wonderful and meaningful life

- Ask the group to think and talk about what is important to you
- Look at pictures of other goals for children or adults to get ideas
- Look at pictures/think about stories that tell what is important to you
- Ask the group to suggest some goals
- Ask the note taker to write down the goals
- Ask the note taker to draw a picture by each goal
- Listen and see if the group gets quiet
- Ask other people if they think that would be a good goal
- Invite someone to say what would be a better goal
- Ask your friends if they think that would be a good goal
- Ask people to say why
- Decide which goals you like best
- Ask the group if everyone can tell when the goal is met

Make a plan that will help you reach your goals

- Read/ask someone to read each goal out loud
- Invite the group to think of ways to make that dream come true
- Ask the note taker to write down each idea
- Decide what ideas will really work
- Ask people who is willing to help you
- Find out where you can get more help to meet a goal
- Give each person something important to do
- Ask the group to think about what might go wrong
- Ask the group to think about how to solve problems
- Ask the note taker to list what each person will do, when they will do it
- Be sure to make a list of what YOU will do
- Ask the group to talk about safety
- Use the safety checklist to plan for emergencies
- Ask the note taker to record your plan on the forms

Make a budget to get and manage money for your goals

- Put up a picture of each new goal. Ask someone to draw the picture for you with a marker or draw one yourself
- Look at or think about the supports you need
- Decide if the team will need money to pay for a support
- Ask the team if someone can volunteer or help out
- Offer to trade something or help others to get the help you need
- Ask the case manager to write out the budget for you
### Picture Guide to Person-Centered Planning - Part I

<table>
<thead>
<tr>
<th>Decide who will come to the meeting</th>
<th>Point/ Choose</th>
<th>Name/ Tell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BOB MARY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SUE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chuck DAN</td>
</tr>
<tr>
<td>Call/ Invite</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List/ Write</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get ready and make people feel comfortable</td>
<td>Smile/ Welcome</td>
<td>Pass/ Share</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Turn Off/ Tune Out</td>
<td>Check Out/ Clean Up</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start the meeting and talk about your life</td>
<td>Welcome/ Begin</td>
<td>Show/ Tell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dream/ Imagine</td>
<td>Ask/ Write</td>
</tr>
</tbody>
</table>
### Picture Guide to Person-Centered Planning - Part II

<table>
<thead>
<tr>
<th>Think/ Look</th>
<th>Point/ Suggest</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Write goals for a wonderful life</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listen/ Question</th>
<th>List/ Write</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td><img src="image4.png" alt="Image" /></td>
</tr>
<tr>
<td>Make plans to reach your goals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read/ Think</th>
<th>Plan Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image5.png" alt="Image" /></td>
<td><img src="image6.png" alt="Image" /></td>
</tr>
<tr>
<td>Budget money to pay for the plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Picture/ Think</th>
<th>Bargain/ Trade</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7.png" alt="Image" /></td>
<td><img src="image8.png" alt="Image" /></td>
</tr>
<tr>
<td>Write/ List</td>
<td>Balance/ Approve</td>
</tr>
<tr>
<td><img src="image9.png" alt="Image" /></td>
<td><img src="image10.png" alt="Image" /></td>
</tr>
</tbody>
</table>
Using Community Services

You will find formal/informal supports to help your child. Formal supports can be found by:

1. Asking your support broker if an existing service is available to provide the support
2. Looking on the web to see if other similar supports exist.
3. Working with a community support provider to modify or individualize a service
4. Creating or building new supports with help from your support circle.

Informal supports can be found by:

1. Asking neighbors and friends
2. Talking with other families who are raising children with similar needs
3. Visiting with a trusted provider, physician or teacher
4. Using the yellow-pages
5. Asking at your church, temple, or mosque
6. Checking the local library or newspaper

Resources in this section:

*Using the web to find out what’s available:*

This guideline contains information about some of the most commonly used databases in North Dakota. You may feel empowered or have a better sense of control if you can learn to search for at least some information on your own.

*A list of community service providers:*

This resource lists licensed providers that serve children, adults and families in ND. Because this information is constantly changing families are advised to use web information to keep updated. This resource is found in the appendix.

*A guide for building generic services:*

This guide offers helpful suggestions for starting a new or informal service in your neighborhood or community. These checklists provide information about how families can find both formal and informal supports for their child. Information includes practical suggestions for developing generic supports as well information from the world-wide-web.
Using the web to find out what’s available in North Dakota:

- The Arc, Upper Valley [http://www.thearcuppervalley.com/]
- Blue Cross Blue Shield [http://www.noridian.com]
- Child Care Resource and Referral [http://www.ndchildcare.org/]
- Division of Medical Genetics [http://www.medicine.nodak.edu/genetics]
- Early Intervention [http://ndearlyintervention.com/]
- Families Need to Know [http://www.ndcpd.org/projects/n2k]
- Family Voices [http://www.geocities.com/ndfv/]
- Federation of Families [http://www.ffcmh.org/]
- Freedom Resource Center [http://macil.org/freedom]
- Job Services of North Dakota [http://www.sharenetworknd.com/]
- Health Steps (SCHIP) [www.state.nd.us/childrenshealth/]
- North Dakota Academy of Pediatrics [http://www.ndAAP.org/]
- North Dakota Center for Persons with Disabilities [http://www.ndcd.org/]
- The ND Center for Rural Health [www.med.und.nodak.edu/depts/rural/]
- ND Child Care Resource and Referral [http://www.ndchildcare.org/splash/]
- North Dakota Children Special Health Services [http://state.nd.us/humanservices/services/]
- North Dakota Department of Human Services [http://state.nd.us/humanservices/]
- North Dakota Department of Insurance [http://www.state.nd.us/ndins/]
- ND Department of Public Instruction [http://www.dpi.state.nd.us/speced]
- North Dakota Disabilities Advocacy Consortium [http://www.nddac.org/]
- The Family Connections Conference [www.conted.und.edu/connections]
- North Dakota Family to Family Support Network [www.med.und.nodak.edu/depts/rural/f2f/]
- North Dakota Interagency Program for Assistive Technology [http://www.ndipat.org/]
- North Dakota Public Health Units [www.health.state.nd.us/localhd/]
- North Dakota Web Server [http://www.discovernd.com/]
- Path Inc (Therapeutic Foster Care) [http://www.pathinc.org]
- Pathfinders Family Center [http://pathfinder.minot.com/]
- Protection and Advocacy [http://www.ndpanda.org]
A Guide for Building Services
In Rural Communities

What if there is not a special service that does just what you need? You can build the service you need by working with other people in your community. How?

Who are the people in your neighborhood?

Nearest farm or ranch  County Extension  Bar or steak house
Greenhouse  Service  Boat ramp or canoe rental
Gas station  Parent resource center  Lumber Yard
Truck stop  Nursing home  Public health nurse
School  Newspaper office  Senior Companions
Clinic or hospital  Grocery Store  Human service center
Pharmacy  Scout leaders  Boys/Girls Club
Fast food place  Future Farmers of America  Book group
Bowling alley  Radio or TV station  Homemakers club
Churches  Community Theater  Church youth group
4-H leaders
Village team

How can we get together or get to know each other?

Get Information
Ask around
Check the local newspaper
Listen to the radio
Read a bulletin
Check out any advertisements

Share a hobby at school
Volunteer at church
Write an article
Bake something
Donate or recycle
Join a choir/be in a play
Hang out at the coffee shop

Check it Out!
Show up
Make a visit
Make an appointment
Ask for a tour
Look on the web
Get an invitation

Share Who You Are
Go for a walk/be seen
Sell or give away crafts
Hiring and Managing Support Staff

Sometimes you may need someone to come into your home and care for your child when you are gone. Or you may want someone to help your child when you are at home but busy with your other children. Or you may need someone who can take your child into the community or care for your child temporarily at his or her home. You may decide to recruit and hire a caregiver to work with your child. Families make several important decisions when looking for in-home or community support. You will decide:

1) What job you want the caregiver to do for your child and family
2) What skills the caregiver will need to meet your child's health and safety needs
3) How to obtain a background check of potential caregivers
4) How to find and hire the right person for the job
5) What laws you must follow in recruiting and hiring a caregiver
6) What training is needed for caregivers, family and friends to support your child
7) How many hours of support your child or family will need
8) What resources and supports are available to help you manage the employee
9) How you will evaluate employee performance and resolve problems as they arise.
10) How you will make sure that the caregiver is paid, the right amount, on time.
11) How you will communicate with the caregiver and your fiscal agent

Resources in this section provide families with basic information to help get started in recruiting, and supervising caregivers.

Fiscal Agent roles and responsibilities:

Your fiscal agent will help you pay workers and comply with laws that you must follow in hiring, paying or firing a caregiver. Your fiscal agent cannot do everything. This guide shows what responsibilities are yours and what the fiscal agent can do for you.

Family and caregiver roles and responsibilities

Know your responsibilities in training and directing an independent provider or caregiver. Handle boundaries when employing family and friends.

Finding a caregiver

This resource shows you how to advertise a job or let people know you are hiring. It has suggestions for creating a simple job description and spreading the word about the job using newspapers, church bulletins and word-of-mouth.
Using an employment agency

This guideline describes services available through ND Job Services. They can help a lot.

Interview guide

This resource lists common questions that you might ask in an interview. It lets you know what questions are legal and which ones are not.

Evaluating employee performance

Start out on the right foot. Plan to give feedback frequently and in a positive manner. Follow some simple suggestions from families who have done this kind of thing before.

Frequently asked questions

Read questions that most families had when hiring their own caregiver for the first time.

Preventing abuse and neglect

You will have your own ideas about what abuse or neglect may be for your child. What can a caregiver do to discipline your child? How will you know if your child has been neglected or abused when you are not present? How can you tell if your child is unhappy because a limit was set by the caregiver or responding to abuse? What will you do if a caregiver reports your behavior as abuse? Read these important guidelines to help you address this sensitive and important area.
**What are Fiscal Agents?**

A fiscal agent pays employees and keeps your accounting records. This leaves you free to direct supports. The fiscal agent eliminates many headaches for families who don’t want to be a bookkeeper. The fiscal agent makes sure that your records and payroll follow the rules. There are some things you should know about a fiscal agent.

**A Fiscal Agent IS NOT:**

- The agency that is funding your budget
- The decision maker about employee duties or schedules
- Someone who provides or directs support services

**The Duties of a Fiscal Agent Include:**

- Act on behalf of the person/family receiving support and service to report payroll to the state.
- Make payments as approved by the person’s budget
- Generate paychecks on a timely basis to your employees according to all federal and state laws
- Conduct background checks and keep the information on file
- Process all employment records
- Withhold, file, and deposit all state and federal taxes according to the IRS and Department of Labor
Family/Caregiver Roles and Responsibilities

You may choose either an Independent or Agency provider when self-directing supports.

**Agency providers:** People who work for an agency

**Independent Providers:** People who work independently

If you choose an agency provider the agency does the work of hiring, training and supervising the individual. If you decide to hire an Independent provider, you are responsible for finding, hiring, training, supervising and evaluating employees.

This can seem overwhelming but wait. You are not alone. You can get help from your fiscal agent. The fiscal agent will help you with the more difficult parts of worker management.

**Family**

- Make a plan for your child’s support needs
- Identify training for independent providers
- Create a job description
- Find/interview potential providers
- Make the decision to hire someone
- Schedule in-home support in advance
- Train workers or arrange for training
- Sign pay records to verify services
- Attend to any injuries workers may suffer
- Report incidents of neglect or abuse

**Fiscal Agent** – (continued)

- Submit other tax forms (e.g., IRS Forms W-3)
- Withhold federal unemployment taxes (FUTA), if required
- Withhold state income tax from worker’s pay
- Issue IRS form W-2 to all in-home support workers and submit it to the proper authorities by February 1 of the year following the work year

**Case Manager**

- Assist families in setting up a budget
- Assist families in locating training resources
- Assist families in the planning process
- Report incidents of neglect or abuse

**Providers**

- Come to work on time
- Implement the person-centered plan
- Exercise good judgment on the job
- Avoid injury and follow safety rules
- Submit payroll records on time
- Keep skills up to date as needed
- Use the emergency backup plan as needed
- Maintain good working relations with children and families
- Report incidents of neglect or abuse
Finding a Caregiver

Begin with People You Know

**Use Word of Mouth:** This is a powerful tool! Tell everyone you know you are looking for someone to provide in-home support. Some people you may tell are neighbors, relatives, your child’s teachers, principals, para-educators and child care providers. These people may be interested in the job, or know of someone who would be great!

**Lean on your Family:** Self-directed dollars may **NOT** be used to reimburse a relative living in the home to provide support. Any other relatives who:

- are of legal age to work
- live outside of the family home

can be hired as an independent provider. Many families rely on relatives to provide support. It would be nice to be able to pay someone and give something back.

If you plan to hire and pay a relative please take some time to think about how this might impact your relationship. Can both you handle the new roles? There is no right or wrong answer but it is important to think about family dynamics. A paid position can provide a job for a relative. It can also create some special problems. Will you fire them if they don’t do a good job? What happens if you disagree about the best way to proceed?

**Consider teachers or para-educators:** Many special education teachers and para-educators in ND provide in-home support to families. These individuals may also be an important source of care during the summer or after school. Often this relationship is supportive and works well. It is important to think about what you might do if things go wrong. What happens if you disagree with something that is happening at school? Will you still feel that you can bring it up? Or what happens if you disagree about the best way to proceed? Will you fire them if they don’t do a good job?

**Get the Attention of Your Community**

**Newspapers:** This is also a good way to let people know that you have an open position for an in-home support provider. Placing a classified ad in the Sunday edition of a daily paper may be the best way to reach a large number of people. You might have to screen more callers this way. Make sure you have a clear job description that is as
informative as possible. A well-organized ad is much more appealing than just a phone number. Here is a simple example

**Wanted:** In-Home Caregiver for 12-year-old boy with disabilities. Duties include personal care in home, companionship, and taking child to social events from time to time using local transit service. No lifting is required. For more information, call 555-1111.

**Print advertising:** Other print media that you may want to check out include:

- Free newspapers with business advertisements and coupons
- College newspapers
- Bulletin boards at colleges, grocery stores, churches, child care centers

You may want to make a flyer or announcement and place it around town to advertise the position. You must follow North Dakota labor laws regarding advertising. This simply means the ad cannot discriminate based on:

- Sex
- Race
- Color
- National origin
- Religion
- Age (40 years of age or older)
- Disability
- Family status
- Marital status
- Public assistance
- Lawful activity

Flyers don’t have to be fancy! Color paper stands out on a bulletin board full of other ads. Many computers have programs that will set up a pattern and all you have to do is put in your own information. Color printers make the finished product more appealing.

Get creative – If you are looking for in-home support for your child, you could include a picture of your child, and show your child participating in an activity he or she enjoys (remember – do not include their name or address). Sometimes a simple paper plate that has the edges cut with your phone number written on each slip to be torn off is great. Use your imagination and come up with an appealing product that is sure to catch a prospective employee’s eye!

**Privacy:** A word about privacy. Be careful about sharing written information that might reveal the location of your vulnerable child to people who prey on the innocent. Keep your child’s name and your name and address out of written advertisements. One family we know received a call in the middle of the night from someone in another state who had seen their ad in the home town paper. This person knew their name, phone number, where they lived and the name and age of their child. What he had to say was scary.
Service Agencies:

**Job Service North Dakota:** Job Services can help you find the right person. Call your local Job Service Center and discuss your needs. They will help and guide you through the rest. Call (800)-482-0017 or visit the website at: [http://discovernd.com/jsnd/](http://discovernd.com/jsnd/)

**Service Agencies:** Another option to include are service agencies such as:

- Home Health Service Network
- County Social Services
- Public Health Nurses
- Childcare centers:
- Universities or community colleges:

Advertisements:

You may be able to place and individual add on the campus bulletin board or at a department where it will be seen by students.

Before you post ads, be sure to get permission from the locations you wish to place them. Some suggestions you may consider are:

- Post office
- Grocery store
- Clinics
- Banks
- Restaurants
- Gas Stations
- Churches
- Schools (your child’s and/or the high school
- Community day cares
- Human Service Center
- Community colleges
- Special Ed offices
- Nursing Homes
- Senior citizen centers

One family used the following flyer at a community college to find a student worker.

**Wanted:** A student to provide in-home support for a 14 year old girl with Down syndrome. Transport to student dorm, apartment or home. Occasionally take our daughter to a sporting event, the library, mall etc. Provide age-appropriate supervision and support. References required. Excellent opportunity to gain experience with a youth who has special needs. If interested, contact: Name, Address, Phone, email

Right next to this add they placed one that showed a daughter’s perspective.
**Wanted:** A college student with a car who can stay with me sometimes when my parents are gone or pick me up after school and be a friend. Someone who likes to watch movies, eat good snacks and if possible has a cat. I need a friend who will help me if I join a school club this year. I like people who smile a lot and don’t boss me around too much. I like basketball games and getting books on tape at the library. I want someone who can help me grow up and still remembers how to be a kid. If this sounds like you, please call or email my mom.

Using an Employment Agency

Whether you live in a larger city in North Dakota or on a farm near a rural community, if you have access to the Internet OR a phone you can contact the regional Job Service office to help you locate a worker to provide in-home support.
Job Services will assist you to post a position, search the resumes of candidates in your area that may be a match for the job you are creating and conduct a virtual search so that you are notified when new potential employees log into the system. They can help you write a clear job description. Job Service also has books, computers and brochures designed to help you write your own description. When you post your position or hire through Job Service, you must pay at least minimum wage. Job Services can also help you set the wage based on past postings. If you are interested in having Job Services help you find the right person to provide in-home support, call your local Job Service Center and discuss your needs. They will help and guide you through the rest.

Another option to consider are service agencies such as:

- Home Health Service Network (Aging Services),
- County Social Services
- Public Health Nurses
- Special Education Units or Cooperatives
- Churches or Houses of Worship
- Childcare Centers

If they are not able to provide service for you, they may be able to refer you to another agency or individual.

### Interviewing and Hiring

**Screen Workers:** If you receive more than one response to an ad you can screen the callers. Ask some simple questions up front. This will help you decide if the caller is worth a full interview. Sample questions include:

- Where do you live (Decide if the person lives near enough to you to be helpful)
- Do you have a reliable means of transportation?
• Tell them a little bit about the job (Describe any lifting or personal care requirements briefly but clearly).
• Describe the pay rate (Your fiscal agent can help you set a rate).

If the response to each question or statement is positive then you might go ahead and set up an interview. Create an application that the person can fill out so that you have contact information. Ask the person to bring their driver's license to the interview if they will be transporting your son or daughter. Ask them to bring names and phone numbers of references. Also get a phone number in case you need to reschedule. Some families set up a simple script to keep by the phone at home and or at work.

**Interview Workers:** Next set up a simple interview. Even if you plan to hire a relative it is important to sit down together and visit about your expectations. Remember you cannot hire a relative who lives in the same house with your family.

Consider where you will interview the potential employee. Most people choose to do the interview in their home. This is where the actual work will be done. It is easiest to explain work duties. Other families prefer to meet at a neutral site such as a local café or coffee shop. They feel this is a safer location to meet someone they don't know well. If you meet in a public place, decide how much information you can share in a location where others may overhear. The choice is up to you.

Before you start, think about ways to involve your son or daughter in the interview. Even a person with limited awareness can play an important part in the interview. You may be able to see how someone reacts to the person who needs support. Are they uncomfortable? Do they seem at ease and interact with the individual? Reactions can help you determine who would be the best person to provide support for your loved one.

**Photos:** Take pictures of your son or daughter doing important activities. Ask your child to show the pictures to the person you interview. This is another way for your child to be involved. These pictures can help create a more realistic idea of what the potential employee will actually be doing. Older children and youth may be able to think up simple questions that they would like to ask. This way, they will have a part in choosing the care provider who will be working with them. By the time a young person is 16, he or she should be given an opportunity to conduct the interview.

If you plan to meet with more than one person, remember to keep questions the same for each interview. It is important to be fair! Ask follow-up questions but make sure they are not illegal. It is a good idea to have someone do the interview with you. Another person can help you make decisions, and make sure your questions are really helpful and consistent. Plan on about 30 minutes for an interview.
There are some questions that you should not ask during an interview. Laws on discrimination determine what questions are legal. Decide if the questions you are asking will really help you judge the applicant’s ability to do the job.

This seems very formal. You may want to just visit and ask what you want. You could do this, but it may lead to illegal or inconsistent questions. It is important to judge every potential employee fairly and give everyone an equal chance.

**Background Checks.** You must check the background of each person you hire. If you are using public dollars to self-direct supports. Contact your fiscal agent and ask him or her to complete a background check for any candidates that you believe might do a good job. The cost of the background check is considered to be an administrative cost and does not come out of the budget set up for your child.

**Questions to Avoid:** Sometimes questions are used to rule out workers because of his or her age, sex, religion or a disability. This is illegal. These questions are off-limits to ask before someone is hired. They might be used to discriminate against someone even if that is not what you intend to do.

Of course you will have concerns about the person’s ability to do the job. The best way to handle that is to clearly describe what will be required in your job description and as you visit with the individual. These questions are only examples.

1. What is your age or date of birth?
2. Have you ever been arrested?
3. Have you ever had any convictions other than a traffic ticket?
4. Are you available for Saturday and Sunday work?
5. Do you have children under the age of 18?
6. How many children do you have? What ages are your children?
7. What arrangements can you make for the care of your minor children?
8. What country are you a citizen of? Where were you born?
9. How is your credit rating? Do you own your own home? Do you own a car?
10. Have you ever had a fidelity bond refused to you?
11. What is your eye color? What is your hair color?
12. Do you have friends or relatives who work for me?
13. Have you ever had wages garnished?
14. What is your height and weight?
15. Did you receive an honorable discharge from the military?
16. What is the lowest salary that you will accept?
17. What is your maiden name?
18. What is your marital status?
19. Are you “Mr., Miss, or Mrs.?
20. Do you belong to any organizations?
21. What is your political party?
22. Do you have a prior married name?
23. What is your race?
24. What is your sex/gender?
25. What is your spouse’s employment?
26. Are you widowed, divorced or separated?
27. Can I see a photograph?
28. Do you have a disability that would stop you from doing things on the job?
29. What is your sexual preference?

✓ Conduct an Interview:

When you interview the worker you may both be a little nervous. This is normal. Do your best to put each person at ease. Chose a quiet place so you can listen and concentrate. Tell the applicant the order in which things will happen. Make sure you have copies of forms with you. Being organized and prepare will send the message that caring for your child is important work.

People may have questions concerning your child’s disabilities as well as about the job. They may not use “people first” language. Decide how much you are comfortable discussing. Be willing to face questions in a matter of fact way. Sample Interview questions include:

1. Do you have any questions about the job?
2. Is there anything that would prevent you from performing the tasks outline in the job description (this question is legal)?
3. Tell me a little bit about yourself. How do other people describe your work?
4. Why did you decide to apply for this job? What interests you about the work?
5. What experiences/skills/qualities do you have that would make you a good choice?
6. What strengths do you have?
7. What did you dislike most about previous jobs that you have had?
8. Are you willing to follow detailed instructions about meeting my child’s support needs?
9. Tell me what you will do/not do to respect our right to keep personal information about our child’s care private?

10. When could you start?

Finish the interview process by visiting about the schedule. When do you need someone to come into your home and/or take your child out into the community? Set up a sample schedule and check to see that the person you have interviewed will be available.

Keep Records:

Keep records of your interviews. Have the person fill out an application. Remember, this is a real job. Be sure to take notes during the interview. Memories are not always good. You can buy or make a simple written application. Printed forms are expensive. Make your own form or copy the sample in this book. We recommend that you check any references. Ask the worker to sign a reference waiver form. A sample of this form is also included. Finally, follow up with a letter to anyone decide not to hire. Remember that these forms are examples. Keeping records is your responsibility.

Evaluating Employee Performance

It is a good idea to think about evaluating a worker’s performance. How will you let them know they are doing a good job? If you decide to fire a worker, what proof do you need that you did not discriminate against them?

A written evaluation is NOT required under North Dakota law. It is highly recommended.

Observe and give feedback when things are going well. That is the best way to let an employee know what you expect and how satisfied you are. If you do this, the employee can see if any improvement is needed. Let the employee know that you appreciate the work that is being done. Use low-key, approachable manner. Invite the worker to give his or her input and feedback as well. Check with the caregiver to see if there are any concerns, needs or comments in between evaluations. Work for great employee-employer communication!

Decide how you will conduct annual evaluations. You can make a form or checklist that can be filled out once in a while. Use the job description that you wrote when you hired the caregiver. Make a list of responsibilities that should be completed, and how well
they have been met. Meet with the employee and the person with a disability. Decide together how well things are going. Let him/her provide feedback and comments.

It is important to include the person with a disability whenever possible. The person with a disability may be well taken care of, but may not get along with the employee, or be frustrated with the person if they do not understand their wants and needs. Ask your family how they feel things are going. It is important to have feedback from all people involved in the home to make sure things run as smoothly as possible.

Simple checklists can be used to reflect the needs and feelings of your son or daughter about caregiver support. This teaches decision making and problem solving skills.

<table>
<thead>
<tr>
<th>This is how I feel when Beth . . .</th>
<th>😊</th>
<th>😐</th>
<th>😕</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes to visit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me with my chores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes me do my homework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Takes me to her house</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fixes my favorite foods</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me in the bathroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses my communication book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plays outdoors with me</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps me at bedtime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes me eat healthy meals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using some kind of feedback chart is especially important with young people who may not be able to tell you everything they experience or feel. For an older child the checklist may look a little different:

<table>
<thead>
<tr>
<th>Going really well</th>
<th>We could make some changes</th>
<th>We need to fix this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baths</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice &amp; control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping out</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most people have a natural tendency to avoid conflict. Because of this you may hold back and be afraid of getting angry or emotional if there is a problem with performance. It is possible to give critical feedback without becoming confrontational.
It will be important for you to find out your skills in dealing with these issues. Conflict is part of human relationships

**Good Communication:**

Good communication skills help us to have good relationships with other people. Part of good communication is the willingness to be an active listener.

Active listening means paying attention to what the other person says and not just thinking about what you want to say. Active listening can help to resolve problems before they get out of hand. Active listening involves these steps.

1. **Show the person you are attending** by facing them and looking at them.
2. **Use open, approachable body language.** Avoid frowns, glares and sarcasm.
3. **Avoid interruptions.** Pick a time when your child is safe and cared for by others to start a conversation.
4. **Restate the message** - show the other person that you heard what was said by briefly restating the key message that they seemed to be communicating.
5. **Name the feeling in what you hear.** Acknowledge frustration and concerns.

**Handling Conflict**

Once you decide to solve a problem or resolve a conflict you must begin by making an assertive request. The rule is to address conflicts as early as possible in the relationship. Don’t let things build up. If you have, limit your comments to asking for one change at a time. Show enough respect and concern for the other person to limit what you give out to what you could take.

1. Take one thing at a time
2. Provide privacy
3. Allow space
4. Be concise
5. Take responsibility for yourself (Say “I’m tired when I get home and toys aren’t put away,” rather than “You left the toys out again.”
6. End with appreciation

These steps can help us move away from the strong emotions we may feel. We can be objective and careful in our communication with one another. This is difficult to do if the other person is behaving badly. Focus on the outcome you want.

**Follow Up:**

Once you have brought up a problem, it is your responsibility to monitor or follow up. This may involve:
1. Thanking the person for their cooperation if your comments were well received.
2. Thanking the person for improvement and repeat your requests for needed changes.
3. Document your conversations by writing down a brief note and dating it.
4. Check to make sure that what you want is fair and doable
5. Review your communication style. If there is room for improvement take the first step in starting over.
6. If what you want is fair and doable, if your communication is appropriate, repeat your request and stress that you need changes to be made.
7. Ask a case manager to meet with you to review your plans and make suggestions.
8. Write out a plan of correction. Put in dates and timelines. Describe what you want done and how to do it briefly. Without making threats indicate that failure to make the changes will result in immediate dismissal.
9. Make back-up plans in case your final attempts to work things through are not successful.

You have the right and choice to fire independent providers who are not meeting your needs. You have the right to terminate services with an agency provider if they are not meeting your needs. Firing someone or terminating a service is a final step in resolving a conflict. If you are using the services of an Agency provider and you are not satisfied, approach the service coordinator or single point of contact for help in resolving conflicts. As the legal guardian for your son or daughter (under the age of 18) you may request changes in services on his or her behalf.

If there are any employee complaints or performance problems, be sure to keep records about the incident! You may wonder why keeping records is so important. If you ever need to participate in an unemployment hearing, the records will be firm documentation of what has been done to try and fix the situation, what has not been done, and the complaints that were made. If you have to fire an employee for not doing their job properly and they think it is because of discrimination, you will have strong evidence proving that it was actually lack of performance.
Abuse and Neglect

At home we set limits for our children: we say no, we teach right from wrong, we encourage children to learn new skills and do what we need to do to teach our children to behave. This job is harder when children have special needs. Children with special needs may repeat mistakes or bad behavior more often. It may take longer for some children to “get it”. Children with disabilities are also more vulnerable. They can easily be tricked or abused by other people.

What is abuse or neglect?

Physical abuse: Using force on a child in a way that causes injury or risk of injury. Examples include: Shaking a fist at a child, spanking, shaking the child, burning them with cigarettes, grabbing them by the arm and squeezing, hitting, biting or scratching a child to “teach them a lesson” or “show them what it feels like,” or pushing a child.

Psychological abuse: Using negative words or actions to control a child’s behavior in a way that causes emotional harm. Examples may include shutting a child in a room or closet, constantly yelling at or scolding a child, glaring at them and getting “in their face” in an angry way, ignoring the child’s need for attention or closeness, using words to intimidate, reject or excessively discipline or control a child. Taking actions that over time will cause the child to think badly about themselves or experience delays in growth and development. Abuse can also occur when an older or young sibling takes advantage of a child with special needs by intimidating or excessive blame or rejection. Abuse can also occur when a child with special needs is allowed to torment a sibling.

Sexual abuse: Touching a child in inappropriate or sexual way by a teenager or adult. Talking to a child about sexual acts, showing pornography or explicit photographs or leaving those around where they can be found and viewed by a child or teenager. Sexual abuse includes incest, fondling and giving children sexual information that they cannot resist or handle.

Physical Neglect: Placing a child in a situation where their basic needs for care, support and supervision are not met. Examples include leaving a young child (age 8 or younger) home alone, letting your toddler roam the neighborhood without supervision, not giving your child warm clothes, coats or mittens to wear in the winter, sending children to school in dirty or torn clothing, not feeding your child or giving them adequate nutrition, not teaching your child to bathe or keeping them clean so that body odor or the scent of urine causes them to be rejected by others, not giving your child the medication they need.
need or making sure they go to school. Physical neglect can also occur when families do not carry out recommendations for therapy or treatment without an adequate reason or when they do not allowing a child enough time to eat or keep a child restrained within a mobility device with no chance for a break. Neglect can occur when families do not provide a child with some alternate way to communicate if they cannot send messages by speaking or understand language. Physical neglect occurs when a parent forces a child to sleep in urine soaked sheets because “he wet the bed and should know better,” or when the washer and dryer break down and laundry is not done for weeks. Physical neglect occurs when parents do not fill a prescription or get medical or dental treatments for health problems that if left untreated could present a danger for the child. Educational neglect happens when parents do not send a child to school or do not check to make sure their teenaged child is in class or actually goes to school when they are working.

**Lack of Supervision:** Parents are responsible to provide adequate child care and supervision for their child in their absence. This does not mean that you take a child to the bathroom with you. It does mean that parents do not let a child play outside without supervision until they are eight years old. Families must keep the child in site or make sure they are at a neighbor’s house. Also it means that families cannot make an older brother or sister who is younger than twelve into a substitute parent and leave a small child alone with that school-aged son or daughter. Children may act as caregivers when they reach the age of twelve. A child with mental retardation may not be capable of self protection or able to show good judgment when left alone at home, even after they reach the age of twelve. Supervision means that you do let your older child play in the neighborhood in the summer or after school as long as they can do so without excessive fighting or bothering others. It means knowing where they are and who they are with and teaching them safe ways to check in with you.

**Neglectful Home Setting:** Parents are responsible to provide a clean, warm/cool, safe home for children. Neglect includes broken glass (that is not swept up), spoiled food, feces, drugs, inadequate sewage or garbage disposal, inadequate or unsafe heat, excessive heat during the summer, chemicals that are not locked up when children are small, guns that are not locked up or adequately stored, rodents or other environmental risks to children. A neglectful home setting may also include not providing children with adequate mobility device or a way to exit quickly in case of an emergency, or not proving smoke detectors or having a fire extinguisher in the house.

**Abuse, anger and behavior:** Your child may be at risk if you or a caregiver become frustrated or angry. Children with disabilities sometimes learn slowly. They make more mistakes and do the wrong thing. When children repeat behaviors that we do not like, it is easy to lose control. Sometimes anger and frustration lead to abuse. You can take positive action to prevent abuse and neglect.
Problem-solving – Problem solving helps families and caregivers take a step back and decide what is happening and how to help. Solve problems by using 6 important steps.

1. Talk about the problem with others,
2. Name the problem. Be sure you know what the real problem is.
3. Think of several ways that you might solve the problem.
4. Choose the best steps so that everyone wins.
5. Make a plan and carry it out.
6. See what happens and tell other people.

Some families find it helpful to:

Make Lists – You can make a list of any behavior problems that make life difficult in living with a child with special need. Decide on one priority behavior that you hope the child can learn to stop and one behavior they might use in similar situations instead. Example: Perhaps you want your child to ask permission before raiding the cupboard for food.

Use Charts – Instead of getting mad, it is helpful to use tally marks to count behaviors. This gives parents some other way to respond. When a behavior occurs you can say I guess we’ll have to count that one.”

Keep Schedules – You can make a picture schedule to help your child with special needs predict what will happen and when

Phone a friend – Contact the ND Family to Family Network. Ask a veteran parent what might work when a child is at risk

Make a Video – You can borrow a video camera and make a tape of your child so you can show a doctor, teacher or therapist what you see at home.

Prevent Abuse – You can take action that will make abuse or neglect less likely to occur.

Use Self control: Count to 10, walk away, take deep breaths, count behaviors or do chores to calm down

Be Watchful: Look for actions or events that might place your child at risk (example, be aware of resentful feelings or sudden changes in your child’s behavior, do background checks on potential caregivers, even family members).
Be Well: Give yourself and your child an active, busy life with opportunities for friendship and community involvement. This helps to prevent problems and relieve stress.

Manage Anger: Some families need a formal program to learn to recognize the signs of anger and new ways of thinking about and responding to others.

Talk with a Doctor: Visit with your family doctor. The doctor sees many families whose children have challenging behaviors. Ask for ideas that may help.

Training: Get information that will help you respond to your child in positive ways.

Video: You might watch a video about teaching children good behavior or about managing anger. Ask your child’s school or doctor or library to help you find a video.

Online: Look online and find a slide presentation, or book you can use.

Home visitor: Invite a professional to come to your house and show you how to discipline without harming a child.

Class: Ask a local university if they have a class that caregivers or family members can take to learn new strategies for coping with stress or responding to behavior

Behavior Intervention – Most families find it helpful to learn special ways to respond to problem behaviors that children may learn. This special training should include ideas that families can use at home, in the car and when out and about in the community.

Spot Trouble: Write down events that place your child at risk so that problems can be identified and solved.

Log or journal: Some families find it handy to keep a spiral notebook to exchange information with caregivers or teachers. It is OK to write down good things too.

Report:

If you accept funds to self-direct supports you must agree to record incidences of possible abuse or neglect. This does not mean that you need to report the time your
The following people MUST report abuse or neglect NO MATTER WHAT!

- Families whose children receive self-directed supports
- Caregivers hired by the family
- Case managers
- Other professionals such as therapists, teachers, doctors or clergy

**WHAT SHOULD YOU DO if you suspect that your child has or may be abused or neglected?**

**Call the ND Protection and Advocacy Project:**
**1-800-472-2670 in an emergency.**

Or contact your regional office. The phone and email contact information for regional offices is included in the appendix or can be found online at:

http://www.ndpanda.org/offices/office.html

Jot down and share a quick report telling the name and address, sex, age and location of the person at risk. Describe the problem and if the person is in a life threatening situation. Include when and where the abuse may have occurred, witnesses or people who may be aware of what happened, the person responsible (even if that is YOU) and any other action taken to protect your child. Think about who, what, when, where, how and why. A copy of the state form used to report abuse and neglect is found in the appendix.

**WHAT HAPPENS WHEN AN ABUSE/NEGLECT REPORT IS MADE?**

Staff from the P & A project will consider the information. If a child is at risk they will contact the Child Protective Services (SPS) team in your county. Either P & A or CPS or both will investigate the report. They will take steps to make sure your child is safe. They may want to talk to other people who can tell them about your child and his or her history. They may visit your child, interview your family and talk to others who may know what is going on.

Unless your child is in danger and cannot be protected at home, the goal will be to keep your family together. If your child is in immediate danger at home the social worker will seek a court order to have the child removed. The police will be contacted if the investigators think that a child has been sexually abused, has a serious body injury or is the victim of a crime.
Providing information that is accurate and given in good faith keeps people who report immune from any civil or criminal liabilities that may happen as a result. Caregiver’s may report anonymously and may be asked for more information so they can be contacted during an investigation.

Often the P & A staff will find that NO ABUSE OR NEGLECT OCCURRED and they can help bring your family services or assistance to prevent future abuse or neglect.

YOUR REPORT is a cry for help, a request for investigation and follow up. It is NOT an accusation and you do not need to be SURE before you call. If you think “Maybe I should call, DO!”

The information you give is confidential and

**Get Family Support:** You can invite a trained caregiver into your home or ask them to take your child into the community so that your family gets the support they need. You can ask a specialist to work with a family member in a supportive way. Trained caregivers or specialists may provide:

- **Care:** Help to meet the physical demands of caring for your child.
- **Respite:** A break that allows you to attend to other children or tasks
- **Community Support:** Support to allow a young person to make friends or enjoy recreational events without constant supervision from a parent
- **Sibling support:** Activities that allow a brother or sister to get needed attention or support as the sibling of a person with a disability
- **Family or individual therapy:** Counseling that helps families to strengthen relationships and learn strategies for controlling thoughts and feelings and solving problems.

**Get Community Support:** Use the resources in your community to help you give your child a good life and cope with the challenges of parenting a special needs child.

- Library
- YMCA
- After school program
- Church
- Social clubs (boy or girl scouts)
- Theater
- Sports
- Concerts
- Stores or Malls
- Dairy Queen
How Do You Know if Abuse is Real?

We love our children. Our hearts break if we think anything might happen that would put them in harms way. It is important to know that:

• Most abuse is done by someone the individual knows (a family member or trained caregiver) and not a stranger.

• Abuse happens more often to people with disabilities.

Anyone you hire as a trained caregiver must report any possible signs of abuse or neglect. If you accept funds for self-directing supports, you must agree to report problems too.

Examples of abuse may include:

• Screaming at your child frequently
• Scolding often or shaming your child
• Spanking your child
• Forcing your child into or out of a room (except in an emergency)
• Humiliating your child

Abuse damages your child’s sense of control over what happens to him or her. Abuse can cause:

• shame,
• anger,
• physical harm,
• emotional harm

Abuse teaches children that their body and wishes will not be respected and they do not deserve to be treated well.

People with disabilities react to abuse by expressing:

• anxiety
• anger
• depression
• fear

Often children or even youth cannot tell someone if they have experienced abuse. Many behaviors that signal discomfort may have a physical cause. For example a child who
suddenly protects his or her genitals could have a urinary tract or yeast infection. Trained caregivers are required to report information that is a cause for concern. Professionals who are experienced in determining if abuse has occurred can then help your family investigate and problem solve.

**Verbal changes in behavior to report:**

- Complaints about poor treatment
- Telling about a specific time when sexual abuse occurred
- Suddenly talking about sexual acts with unusual knowledge
- Unexpectedly talking about sexual topics
- Unexpected crying/screaming for a long time or in the presence of one person

Remember, a typical 5 year old may ask where babies come from. Sometimes children with DD do not clearly understand roles and rules. It would not be unusual for a young teenage girl with moderate disabilities to ask their teacher or a caregiver to marry them when they are feeling happy or excited. The youth may not be clear about what to say instead. We should show greater concern if a young child suddenly begins to ask for tight hugs and to rub people in private areas.

**Non-verbal changes in behavior to report:**

A child who experiences trauma such as a death, divorce, a reaction to a medication, an undetected illness or an abusive incident may change their behavior suddenly. If the child has been abused, they may not know how to talk about the situation or who they can trust. The perpetrator may have told them he or she would repeat the behavior or hurt them or someone they love if they told. There is no one list of behaviors that consistently prove that abuse has occurred. Over time, people who investigate abuse have observe many behaviors that afterwards were a clue that helped supporters figure out what was going on and put a stop to the problem, whatever the cause. Report the behaviors listed below so that someone can help with problem solving and help you decide if the child is at risk.

- Suddenly begin to ask for help, cling to a caregiver or imitate the behavior of a much younger person
- Shows sudden mood changes such as irritability, rage, anger, apathy or fear by crying, snapping at others, blowing up unexpectedly or withdrawing from activities they used to enjoy.
- Abruptly take on a new “bad boy or bad girl” role by shoplifting, gossiping or stealing
• Show a sudden change in appetite, eating too much or too little; stealing food.
• Refuse to bathe or show an unusual desire to be clean; show reduced interest in self-care
• Demonstrate sudden changes in bowel and bladder habits
• Begin to masturbate for long periods of time in a driven way with little satisfaction
• Take to wearing many layers of clothing or clothing that is revealing; fear of undressing; stripping
• Become very concerned about being touched.
• Become suddenly or unusually fearful of being alone, being with a certain person, being touched, going to a particular place or of specific objects
• Suddenly showing a very close, intense relationship with an adult, especially someone who does not treat them well. Going out of there way to avoid certain people.
• Problems with concentration, memory, and attention that are unusual for this child.
• Difficulty with complex tasks (more than 2 steps) that previously were no problem for that person. Having no energy and avoiding work or school.
• Nightmares, sleep problems, and early morning awakening with no known cause
• Staying in their room, avoiding recess or contact with classmates or friends, looking sad, losing interest in usual activities, or commenting on being sick or wanting to die.

Possible physical signs of abuse:

• Unexplained cuts, bruises, burns, or bites on a child’s body that are unusual for him.
• Marks on areas of the body that would be difficult to injure by accident.
• Blood or semen on clothing, bedding, towels, or furniture.
• Changes in how the person walks, bleeding in anal and genital areas.
• Missing, torn or stained clothing that suggests assault.
• Poor hygiene, for young women who typically have good hygiene
• A sudden or unexplained preference for shabby, torn, or poorly fitting clothes
• A urinary tract infection or complaints of discomfort
• Frequent complaints of hunger and obvious weight loss/gain in a short period
• Unusual or unexplained sexually transmitted diseases, trauma to the anal/genital area or pregnancy.

**Harmful situations or materials:** Report any current or past behavior, words, actions that you observe regarding people who provide support.

• Aggression, hostile, angry, disrespectful, uncaring or insensitive statements made to yourself or others
• Previous history of abusing others or sexual abuse.
• Alcohol or drug abuse.
• Negative statements that devalue yourself and others, such as referring to people as retards, idiots or dummies
• Threats to harm the person; “He’ll catch it when he gets home.”
• Finding humor in the pain and suffering of the individual or others; Laughing when the individual struggles to walk or fit in
• Seeming preoccupied with sex, hitting on other caregivers in a way that is not appreciated, having pornographic materials in the home of the child with a disability
• A caregiver who seeks to be alone with a child in a way that is unusual or inappropriate

Deciding whether or not abuse actually occurred is not your job. Incidences should be reported even if another caregiver or family member is involved and expresses tearful regret when their behavior is observed. Record what you see and share that information with the case manager who can help.
Training Family and Friends

You will be responsible for training family members and friends or caregivers to care for your child. You can provide the training yourself or call on therapists or specialists working with your family to conduct the training. As you plan for training you will consider:

1. Training for yourself and immediate family members
2. Training for independent caregivers
3. Training for licensed or certified providers (Example: a new physical therapist is familiar with safe lifting techniques but has never lifted or moved your child)
4. Training for community members

Consider the following: Review the people who will carry out your plan. For each person consider if he or she will need:

1. Certification or licensure
2. General background information or training
3. Specific training to care for your child
4. General orientation procedures
5. Access to safety equipment or resources

Resources in this section

Planning Checklist

This checklist provides you with a list of items to consider in planning training that may be needed for caregivers who are supporting your child.

Training Guidelines

This guide provides general information on setting up a training program. It includes suggestions for writing down important information and problem solving situations that can come up when training another person. Family friendly examples of how to prevent common problems are included. This section includes forms and examples of ways to track or document training provided to caregivers and communities.

Training Resources

A list of modules and training resources that families can use to consider training for caregivers or family members is included in the Appendix.
Training Planning Checklist for ____________________ Date: ________

People who support my child need certification in/ as:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CPR/First aid</td>
<td>Physical or occupational therapy</td>
</tr>
<tr>
<td>Medication administration</td>
<td>Speech or Language therapy</td>
</tr>
<tr>
<td>Lifeguard/swimming instruction</td>
<td>Individual or family counseling</td>
</tr>
<tr>
<td>Therapeutic riding instructor</td>
<td>Orientation and mobility training</td>
</tr>
<tr>
<td>Therapeutic behavior intervention</td>
<td>Certified nursing assistant</td>
</tr>
<tr>
<td>Sign language interpreter</td>
<td>Nursing</td>
</tr>
<tr>
<td>Massage therapy</td>
<td></td>
</tr>
</tbody>
</table>

People who support my child need general information about:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporting events or abuse/neglect</td>
<td>Orientation and mobility training</td>
</tr>
<tr>
<td>Lifting/transferring techniques</td>
<td>Seizure management</td>
</tr>
<tr>
<td>Behavior intervention</td>
<td>Managing specific disabilities</td>
</tr>
<tr>
<td>Age – appropriate intervention</td>
<td>(Example: autism)</td>
</tr>
</tbody>
</table>

List who will provide the information and how it will be available to caregivers

People who support my child need orientation to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Become familiar with my home, neighborhood or nearby community</td>
<td></td>
</tr>
<tr>
<td>Locate and be familiar with my child’s emergency back-up plan</td>
<td></td>
</tr>
<tr>
<td>Other: ____________________________________________________</td>
<td></td>
</tr>
</tbody>
</table>

The community will need training to support my child or family:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teach people living nearby to communicate with your child. (Example: friends and neighbors who also use sign language).</td>
<td></td>
</tr>
<tr>
<td>Advise community workers of the need for special services. Examples:</td>
<td></td>
</tr>
</tbody>
</table>
  - An accessible park or playground in the community |
  - Signs or lights for a child with sensory impairments |
  - Accepting service animals in local restaurants |
  - How to welcome our child in activities available to the public |
  - After school or summer recreational programs for teens with disabilities |
| Train emergency personnel on how to evacuate or rescue your child |

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# Training Planning Checklist

**for _________________  Date: ________**

<table>
<thead>
<tr>
<th>People who support my child need specific instruction to:</th>
<th>Decide who will provide the training and how (Example Who: parents, therapist, youth, How: write out directions, make videotape, show/practice)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Health</strong></td>
<td></td>
</tr>
<tr>
<td>o Give his/her medications</td>
<td></td>
</tr>
<tr>
<td>o Help my child to manage symptoms of illness</td>
<td></td>
</tr>
<tr>
<td>o Follow special health procedures</td>
<td></td>
</tr>
<tr>
<td>o Use special health equipment</td>
<td></td>
</tr>
<tr>
<td>o Respond to seizure behavior</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
<tr>
<td><strong>Mobility</strong></td>
<td></td>
</tr>
<tr>
<td>o Lift and transfer my child</td>
<td></td>
</tr>
<tr>
<td>o Help my child move about (use walker, cane etc)</td>
<td></td>
</tr>
<tr>
<td>o Transport my child in a vehicle</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
<tr>
<td><strong>Routines</strong></td>
<td></td>
</tr>
<tr>
<td>o Assist my child with the daily routine</td>
<td></td>
</tr>
<tr>
<td>o Assist my child to wake up or get to sleep</td>
<td></td>
</tr>
<tr>
<td>o Assist my child with feeding, diet or meals</td>
<td></td>
</tr>
<tr>
<td>o Assist my child to dress/bath/shave/care for menses</td>
<td></td>
</tr>
<tr>
<td>o Involve my child in play/recreation activities</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
<tr>
<td><strong>Relate</strong></td>
<td></td>
</tr>
<tr>
<td>o Communicate with my child</td>
<td></td>
</tr>
<tr>
<td>o Gain my child’s trust and cooperation</td>
<td></td>
</tr>
<tr>
<td>o Understand my child’s likes and dislikes</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td></td>
</tr>
<tr>
<td>o Help my child contact others/make friends</td>
<td></td>
</tr>
<tr>
<td>o Respond to refusals/frustration behavior</td>
<td></td>
</tr>
<tr>
<td>o Carry out his/her behavior intervention plan</td>
<td></td>
</tr>
<tr>
<td>o Respond to fearfulness or sensitivity</td>
<td></td>
</tr>
<tr>
<td>o Respond to repeated behaviors</td>
<td></td>
</tr>
<tr>
<td>o Assist my child to relax after a stressful episode</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
</tr>
<tr>
<td>o Prevent my child from wandering</td>
<td></td>
</tr>
<tr>
<td>o Help my child avoid high risk behavior</td>
<td></td>
</tr>
<tr>
<td>o Assist my child to use special equipment</td>
<td></td>
</tr>
<tr>
<td>o Other</td>
<td></td>
</tr>
</tbody>
</table>
Leadership Training Opportunities for ND Families

The North Dakota Family Connections Conference

This annual conference is sponsored by over 15 ND family support agencies. It offers joint training on early intervention, education, health, mental health, disability issues, family support and community development. The conference gives educators, providers and family members an opportunity to meet with ND policymakers to talk about issues that challenge families of special needs children in ND. To register call 1-866-579-2663 http://www.conted.und.edu/connections/ or call Cathy Haarstad at 1-800-233-1737

Common Ground Training

“Common Ground Training” acknowledges the importance of people being able to work together.” The workshop provides both information and skill-building activities to help you feel confident in working with others and advocating for children. CGT helps educators, providers and families to find common ground in meeting a child’s individual needs. The workshop covers information about different types of conflicts and how to resolve problems by working together. For more information contact Jim Jacobson at 1 (800) 472-2670

Navigating the System

Many ND families find the array of services and supports to be bewildering. No matter what their child’s disability or unique needs may be, families need to learn the skills required to successfully access systems and obtain services. This training offers families an overview of the educational, finance, health care, recreation, mental health and social service programs available in ND. For more information, contact Kathleen Twite at the ND Family-to-family network by calling toll free to 1 (888) 434-7436 or visit the web site at http://www.med.und.nodak.edu/depts/rural/family/

Veteran Family Training

This training teaches veteran families to mentor other families whose children have similar disabilities. Many parents who have completed the training said that the program has been very instrumental in reducing their own isolation and helping them come to terms with issues related to parenting a special needs child. For more information, contact Kathleen Twite call 1 (888) 434-7436 or visit the web site at http://www.med.und.nodak.edu/depts/rural/family/
Partners in Policymaking
This intensive leadership program assists people with disabilities and parents of children with disabilities in developing advocacy skills. The program analyzes disability issues and builds skills that participants use to influence legislation, create systems change, and obtain appropriate supports and services for themselves, family members, and other North Dakotans. Funded primarily by the State Council on Developmental Disabilities, there is no cost to selected participants. For more information, contact Joyce Smith at Dakota Center for Independent Living at 222-3636 or 1-800-489-5013.

Collaborative Family Training
This training conducted by the director of special education provides families with basic information about the special education law and process. The training helps to establish positive relationships and give participants insight into how families can participate as an equal partner in the planning process. Training for regional teams who wish to implement the program is available. For information contact Cindy Wilcox at (701) 777-6315 or email cindy_wilcox@und.nodak.edu

Parents as Teachers
Parents receive home visits by certified parent educators, trained in child development. These visitors, help parents understand what to expect in each stage of their child’s development. They offer practical tips on ways to encourage learning, manage challenging behavior, and promote strong parent-child relationships. Group meetings: Parents get together to share their experiences, common concerns and success. For more information contact: Parents as Teachers, NDSU PO Box 5057, Fargo ND 58105. Phone: 701-231-6374 or 1-800-267-4401/ Program Coordinator 701-231-6372. E-mail - Kim.Hemberger@ndsu.nodak.edu.

Parent-School-Community Partnerships
This workshop shows families and educators how to increase parent/family involvement in the school environment. Training brings together a small group of parents, school officials and community members as they write goals, objectives and action plans to build partnerships. For more information call 1-800-245-5840 or on the web at http://www.pathfinder.minot.com/index2.html
**NDCPD CD Casts**

These 3 hour workshops help families access the latest research. The training takes place totally online. Participants receive a CD in the mail with a power point presentation and handouts. Parents who register may call the number provided and listen to an expert presenter review the slides and discuss the topics. Although there is a cost to participate, families may join their local school personnel (possibly at no cost) for a session or save on travel costs by joining the CD cast from their office or home. For more information contact Mary Mercer at 1-800-233-1737.

**NDCPD Community Training Modules**

Parents who wish to earn a degree (non teaching) in Developmental Disabilities can take courses online for credit through Minot State University leading to an associate's degree in Developmental Disability. Over 14 modules covering seizures, job development, sexuality, and a variety of other topics are available. For more information contact Mary Mercer at 1-800-233-1737 or check out the course contents on the web at [www.ndcpd.org](http://www.ndcpd.org).
### ND Community Providers

<table>
<thead>
<tr>
<th>Provider Name</th>
<th>Address</th>
<th>Contact Name</th>
<th>Phone</th>
<th>Fax</th>
<th>E-Mail</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arc of Bismarck</td>
<td>1211 Park Avenue, Bismarck, ND 58504</td>
<td>Mike Schwab</td>
<td>(701) 222-1854</td>
<td>(701) 222-1854</td>
<td><a href="mailto:arcbis@midconetwork.com">arcbis@midconetwork.com</a></td>
<td></td>
</tr>
<tr>
<td>Arc of Cass County, The</td>
<td>215 N. University Drive, Fargo, ND 58102</td>
<td>Janell Malpert</td>
<td>(701) 293-8191</td>
<td>(701) 293-3095</td>
<td><a href="mailto:arccassnd@yahoo.com">arccassnd@yahoo.com</a></td>
<td><a href="http://www.arccassnd.com">www.arccassnd.com</a></td>
</tr>
<tr>
<td>The Arc of Dickinson</td>
<td>P.O. Box 1421, Dickinson, ND 58601</td>
<td>Connie Kathrein</td>
<td>701-483-4272</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Arc, Upper Valley</td>
<td>PO Box 12420, Grand Forks, ND 58201</td>
<td>Dianne Shepard</td>
<td>(701) 772-6191</td>
<td>(701)</td>
<td><a href="mailto:thearc@arcuv.com">thearc@arcuv.com</a></td>
<td><a href="http://www.thearclink.org">http://www.thearclink.org</a></td>
</tr>
<tr>
<td>Caregiver Support Program</td>
<td>P.O. Box D, Fort Yates, ND 58538</td>
<td>Fritz Eagleshield Jr.</td>
<td>(701) 854-4364</td>
<td>(701) 854-4250</td>
<td><a href="mailto:nfe@westriv.com">nfe@westriv.com</a></td>
<td></td>
</tr>
<tr>
<td>Catholic Charities North Dakota</td>
<td>5201 Bishops Boulevard, Suite B, Fargo, ND 58104-7605</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Community Options, Inc**
- 3831 Lockport St., Suite B, Bismarck, ND 58503
  - Contact: Beth Johnson, Program Administrator
  - Phone: (701) 223-2417
  - Fax: (701) 223-2843
  - E-Mail: [Bryan_CORESINC@Midconetwork.com](mailto:Bryan_CORESINC@Midconetwork.com)

**Dakota Center for Independent Living, Inc.**
- Bismarck
  - 3111 E. Broadway Avenue, Bismarck, ND 58501
  - Contact: Bob Gomez
  - Phone: (701) 222-3636
  - Fax: (701) 222-0511
  - E-Mail: [dcil@dakotacil.org](mailto:dcil@dakotacil.org)
  - URL: [www.dakotacil.org](http://www.dakotacil.org)

- Dickinson
  - 40 1st Avenue West Park Square Mall, Dickinson, ND 58601
  - Contact: Kim Johnson
  - Phone: (701) 483-4363
  - Fax: (701) 483-4361
  - E-Mail: [dcil@ndsupernet.com](mailto:dcil@ndsupernet.com)
  - URL: [www.dakotacil.org](http://www.dakotacil.org)
Easter Seals Goodwill ND, Inc
PO Box 1206
Mandan, ND 58554
Contact: Marilyn Bender
Phone: (701) 663-6828 Ext 301
E-Mail: mbender@btinet.net

Family to Family Network
Center for Rural Health
School of Medicine and Health Sciences
Grand Forks, ND 58202-9037
Contact: Family Intake Specialist
Phone: 1-888-434-7436
Fax: (701) 777-2353
E-Mail: NDF2F@medicine.nodak.edu
URL: medicine.nodak.edu/crh

Family Voices of North Dakota
PO Box 163
Edgeley, ND 58433
Contact: Donene Feist
Phone: (701) 493-2634
Fax: (701) 493-2635
E-Mail: feist@daktel.com
URL: www.geocities.com/ndfv/

Fargo Housing & Redevelopment Authority
325 Broadway
PO Box 430
Fargo, ND 58102
Phone: (701) 293-6262
Fax: (701) 293-6269
E-Mail: jille@fargohousing.org

Freedom Resource Center For Independent Living
2701 9th Ave SW
Fargo, ND 58103
Contact: Chuck Stebbins
Phone: (701) 478-0459
Fax: (701) 478-0510
E-Mail: freedom@freedom.org
URL: www.macil.org/freedom

Friendship, Inc.
801 Page Dr
Fargo, ND 58103
Contact: Don Brunette
Phone: (701) 235-8217
Fax: (701) 235-7538
E-Mail: DonBrunette@catholichealth.net
URL: www.friendship-inc.com

Greater Grand Forks Business Leadership Network
3551 South 20th Street
Grand Forks, ND 58201
Contact: Diane Werness
Phone: (701) 775-3356
Fax: (701) 772-5266
E-Mail: success@rrv.net
URL: www.usbln.com

Hope, Inc
830 South 48th Street
Grand Forks, ND 58201
Contact: Jim Steinke
Phone: (701) 772-3344
Fax: (701) 772-5284
E-Mail: jsteinke@iphope.com
URL: www.hopeinconlin.org

Independence Inc.
300 3rd Avenue SW
Minot, ND 58701
Contact: Stephen Repnow
Phone: (701) 839-4724
Fax: (701) 838-1677
E-Mail: agency@independencecil.org

Independent Living Program
1325 11th St S
Fargo, ND 58103
Contact: Dawn Peters
Phone: (701) 235-7341

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OPTIONS, Interstate Resource Center for Independent Living
200 Bjornson Drive
PO Box 761
Cavalier, ND 58220
Contact: Revel Sapa
Phone: (701) 265-4618
E-Mail: options3@polarcomm.com

Pride Inc
PO Box 4068
Bismarck, ND 58501
Contact: Barbara Murry
Phone: (701) 258-7838
Fax: (701) 258-7911
E-Mail: prideinc.org
URL: www.prideinc.org

Progress Enterprises, Inc.
1601 Hwy 20 N
Jamestown, ND 58402
Contact: Roger Koenig
Phone: (701) 252-2699
Fax: (701) 252-8185
E-Mail: roko@csicable.net

Quentin Burdick Job Corps Center
1500 University Avenue West
Minot, ND 58703
Contact: Rae Schobinger
Phone: (701) 857-9611
Fax: (701) 837-7547
E-Mail: schobir@jcdc.jobcorps.org
URL: burdickjobcorps.com

Rehabilitation Consulting and Services
117 1st St E
Dickinson, ND 58601
Contact: Kari Lyon Shea
Phone: (701) 227-7600
Fax: (701) 227-7618
E-Mail: 88lyok@state.nd.us

Success Unlimited
3551 South 20th Street
Grand Forks, ND 58201
Contact: Diane Werness
Phone: (701) 775-3356
Fax: (701) 772-5266
E-Mail: success@rrv.net
URL: www.dressforsuccess.org

Three Affiliated Tribes 477 Employment Training Program
PO Box 597
New Town, ND 58763
Contact: Leo Cummings
Phone: (701) 627-4756
Fax: (701) 627-2520
E-Mail: program477@hotmail.com

Tribal 1-21 Vocational Rehabilitation
404 Frontage Road
New Town, ND 58763
Contact: Mavis Young Bear
Phone: (701) 627-2688
Fax: (701) 627-4024

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Western Sunrise Inc.
211 2nd Ave West
Willston, ND 58801
Contact: Victoria Scheldrup
Phone: (701) 577-0267
Fax: (701) 774-4620
E-Mail: uffda@nemontel.net

Workforce Investment Act
3315 University Drive
Bismarck, ND 58504
Contact: Debbie Painte
Phone: 701-255-3285 ext. 1232
Fax: (701) 530-0607
E-Mail: dpainte@uttc.edu
URL: uttc.edu
Developmental Disabilities Modules/Coursework

*Certification Requirements

** Electives

These modules are available through the ND Center for Persons with Disabilities. They can be taken online or on campus at Minot State University. To order a copy, contact:

Mary Mercer
Community Staff Training Program
500 University Avenue W.
Minot, ND 58707
1-800-233-1737
Mary.mercer@minotstateu.edu

Sp.Ed.101 Introduction to DD Services (3 SH)

- *895.39 Supporting Individuals with Disabilities in the Community
- *895.03 Legal Issues & Developmental Disabilities
- *895.40 Team Planning
- *895.41 Working with Families OR *895.42 Job Coach Training Manual

SPED101: Introduction to Developmental Disabilities

Sp.Ed.111 Health Care in DD I (3 SH)

- *895.06 Medications Training
- *895.07 CPR (Cardiopulmonary Resuscitation)
- *895.08 First Aid
- **895.45 Nutrition
- *895.46 Sexuality and DD
- **895.47 Oral Hygiene & Dental Care
- **895.48 Control of Infection & Communicable Disease
- **895.49 Signs & Symptoms of Illness
- **895.50 Nurse Assistant Training

SPED 111: Health Care in Developmental Disabilities I

Sp.Ed.112 Health Care in DD II (2 SH)

- *895.10 Seizures

SPED 112: Health Care in Developmental Disabilities II
• **895.11 Positioning, Turning and Transferring

SPED 112: Health Care in Developmental Disabilities II

Sp.Ed.120 Introduction to Behavior Management (3 SH)
• **895.51 Principles of Behavior & Basic Behavior Intervention Procedures
• **895.52 Designing & Implementing Behavior Intervention Programs
• **895.15 Writing Behavioral Objectives & Measuring Behavior

SPED120: Introduction to Behavior Intervention

Sp.Ed.130 Organization of Leisure Time in DD (1 SH)
• **895.19 Recreation & Leisure Training

SPED130: Organization of Leisure Time in DD

Sp.Ed.140 Human Development (2 SH)
• **895.21 Human Development (Condensed Version)
• **895.22 Human Development I
• **895.23 Human Development II

SPED140: Human Development

Sp.Ed.221 Techniques of Behavior Management (2 SH)
• **895.55 Assessment and Setting Goals
• *895.18 Achieving Goals

SPED221: Techniques of Behavior Management

Sp.Ed.223 Dual Diagnoses: Mental Retardation & Psychopathology (1SH)
• **895.53 Dual Diagnoses

SPED223: Mental Retardation & Psychopathology

Sp.Ed.225 Assisting People with Traumatic Brain Injury & their Families (2 SH)
• **895.56 Assisting People with Traumatic Brain Injury & their Families
• **895.57 Beyond Brain Injury: A Manual for Supported Employment Providers

SPED225: Assisting People with Traumatic Brain Injury

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Sp.Ed.250 Developing Communicative Interaction (2 SH)

- **895.24 The Framework of Interaction & Communication
- **895.25 Recognizing & Responding to the Many Forms of Communication
- **895.26 Increasing Understanding
- **895.27 Increasing Communication
- **895.60 Interpersonal Communication

**SPED250: Developing Communicative Interaction**

Sp.Ed.255 Aging and DD (2 SH)

- **895.28 Introduction and Overview
- **895.29 Medical and Health Issues
- **895.30 Transitions & Social Adjustment
- **895.31 Legal Issues
- **895.32 Issues in Service Coordination

**SPED 255: Aging and Developmental Disabilities Services**

Sp.Ed.296 Supervised Field Experience in DD (4 SH)

A. **Practica**
   a. Person-Centered Planning Process(895.40)*
   b. Medication: Administration and Storage(895.06)*
   c. Positioning, Turning and Transferring(895.11)**
   d. Communication(895.24-27)
   e. CPR(895.07)*
   f. First Aid(895.08)*

B. **Portfolio Products**
   a. Community Networking and Natural Supports(895.39 & 41 OR 39 & 42)*
   b. Consumer Empowerment, Advocacy and Ethics(895.39; 03)*
   c. Seizure Activity Documentation(895.10)*
   d. Data Collection: ABC Recording; Frequency Recording(895.15 or 51/52)**
   e. Writing Objectives (895.15)**
   f. Achieving Goals and Objectives(895.18)*
   g. Assessment and Setting Goals(895.55)**
   h. Aging and Developmental Disabilities(895.28-32)**
   i. Recreation/Leisure(895.19)**

C. **Observations***
   a. Participant Empowerment
   b. Communication
   c. Assessment
d. Community and Service Networking  
e. Facilitation of Services  
f. Community Living Skills and supports  
g. Education, Training and Self-Development  
h. Advocacy  
i. Vocational, Educational and Career Support  
j. Crisis Intervention  
k. Organizational Participation  
l. Documentation
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