**Guided Lecture Notes, Chapter 40, Caring for People With Developmental Disabilities**

Learning Objective 1. Define the term *developmental disabilities* and discuss various causes. (Refer to PowerPoint slides 2 to 4.)

* Define *developmental disability*.
* Explain the meaning of *congenital* and *acquired*, giving examples of each.
* Have learners refer to learning activities located at the end of the chapter.

Learning Objective 2. Describe the special needs of people who have developmental disabilities. (Refer to PowerPoint slides 5 to 11.)

* Ask the students to think of some of their own needs, both physical and emotional, as well as their social needs. Mention that people with developmental disabilities have the same physical, emotional, and social needs as everyone else.
* Explain that in *mainstreaming*, children who have developmental disabilities go to public school with friends and classmates who have no disabilities. Discuss the benefits of mainstreaming and how it benefits both children with and without disabilities.
* List special education programs that are focused on self-care skills, life skills, and social skills. Discuss how each skill helps a person.
* Explain how the Americans with Disabilities Act of 1990 protects the rights of people who have developmental disabilities. Discuss what the Arc of the United States promotes.
* Explain that the Special Olympics are meant for people who have disabilities. Discuss the significance of the Special Olympics for people with developmental disabilities.
* Have learners refer to the learning activities located at the end of the chapter.

Learning Objective 3. List common developmental disabilities and describe characteristics of each one. (Refer to PowerPoint slides 12 to 33.)

* Explain that a person with intellectual disability has certain limitations with intellectual functioning and adaptive skills.
* Explain that the severity of intellectual disability, like that of other disabilities, varies. Describe the degrees of intellectual disability: mild, moderate, severe, and profound. (“Profound” is another word for “deep”). Discuss characteristic behaviors and levels of functioning for each degree of intellectual disability.
* From the above information about the characteristics of people with intellectual disability, ask the students to list some of the ways in which a nursing assistant can help a person with intellectual disability.
* Make students aware that people with intellectual disability are often very affectionate and may need guidance with regard to “appropriate” ways to share this love and affection with other people. Explain the difficulties that can arise when a person’s physical development is occurring on the normal schedule but their emotional/mental development is lagging behind. Point out the very important role the nursing assistant plays in helping to protect people with intellectual disability from sexual abuse.
* Describe Down syndrome and explain the characteristics associated with the disorder.
* Explain how assistive devices can help a person with Down syndrome manage their activities of daily living (ADLs) independently.
* Describe autism spectrum disorder and its characteristics.
* Explain what cerebral palsy is and how it is caused. Explain to students that “cerebral” refers to the “cerebrum,” and remind them of this part of the brain’s role in motor control. (You might use an anatomic model or chart of the brain to point out the cerebrum.)
* Discuss the body movements that may be characteristic of this disability.
* Explain how cerebral palsy can affect a person’s abilities to manage ADLs, and the assistance the nursing assistant might need to provide.
* Describe Fragile X syndrome. What are the physical characteristics of people with the syndrome? Explain why a calm and structured environment is helpful when caring for people with this illness.
* Explain that fetal alcohol spectrum disorder is a combination of physical and mental problems that a child may experience due to exposure to alcohol before birth. Discuss the fact that research has yet to determine exactly “how much” exposure to alcohol is safe before birth.
* Describe spina bifida and how this defect affects a person’s level of functioning.
* Describe how hydrocephalus occurs due to a build-up of cerebrospinal fluid in the ventricles of the brain. Discuss how hydrocephalus is treated through the use of a shunt.
* Have learners refer to the learning activities located at the end of the chapter.

Learning Objective 4. Describe the nursing assistant’s role in caring for a person who has a developmental disability. (Refer to PowerPoint slides 18, 35 to 43.)

* Discuss the different health care settings in which a nursing assistant could have the opportunity to care for people with developmental disabilities.
* Discuss some of the responsibilities a nursing assistant may have when caring for a person with a developmental disability. Mention that, as always, care is tailored to each individual’s needs.
* Discuss the importance of nonverbal communication when caring for a person with developmental disabilities.
* Discuss the nursing assistant’s role in assisting people with developmental disabilities with ADLs and with rehabilitation.
* Have learners refer to learning activities located at the end of the chapter.