# IDD Relias Modules

A Day in the Life ASD

 0.5 hours REL-IDD-0-ADLASD

**Description (Objective/Purpose)**

People with autism sometimes face many difficulties getting through the day. The way they see the world is very different than the way others do. If you understand some of the needs of people with autism, you can interact with them more effectively. The best way to understand people with autism better is to experience a little of what they experience each day. In this course, you will see through the eyes of Phillip, a fictional person with autism as he navigates a typical day. The experiences you will see are common for people with autism. You may feel uncomfortable watching the interactions Phillip has with staff. This is intentional. Remember, the course is not about learning how to do the job, but about learning the importance of how you treat the people you support.

The goal of this course is to help DSPs in IDD settings take the perspective of someone living with autism.

#  Abuse and Neglect of Individuals with I/DD

 2.5 hours REL-IDD-0-ABIDD

**Description (Objective/Purpose)**

There is an alarmingly high rate of physical abuse, neglect, financial exploitation, and sexual victimization among those with intellectual and developmental disabilities (IDD), yet only a tiny fraction of these incidents are reported. Abuse, neglect, and exploitation are serious issues in the systems of support for people with disabilities. This course will teach you how to recognize signs of physical, sexual, and emotional abuse, as well as neglect and financial exploitation. You will also learn how to respond to an allegation of abuse, practice responding to incidents you may see first-hand, and learn strategies that help prevent abuse. This training program is based on the RBT Task List and is designed to meet the 40-hour training requirement for the RBT credential. This program is offered independent of the BACB. Current Link: https://bacb.com/rbt-task-list/

An Overview of Different Types of Disabilities

 1 hour REL-IDD-0-ODTD-V2

 **Description (Objective/Purpose)**

This course provides an overview of the different types of disabilities you are likely to see as a direct support professional, or DSP. You will learn about different types of disabilities, their causes, and common features. You will also learn about basic supports for people with disabilities. The goal of this educational program is to provide direct support professionals with an overview of types of disabilities.

Assistive Technology in IDD

 0.5 hours REL-IDD-0-ATIDD

 **Description (Objective/Purpose)**

Traditionally, people with intellectual and developmental disabilities, or IDD, have depended on in-person support to maximize their quality of life. New technology offers new options for increasing independence and improving quality of life. In this course, you will learn about the advantages of using technology to enhance or replace in-person support. You will learn about ideas for how technology can be useful. You will also learn about potential concerns related to technology.

Choice Making for People with IDD

 0.75 hours REL-IDD-0-CMPWIDD

 **Description (Objective/Purpose)**

People with intellectual and developmental disabilities, or IDD, often lack choice and control in their lives. They are often seen as unable to make choices or problem solve in their daily lives. As a direct support professional, or DSP, you can support people to gain the power to choose. In this course, you will learn about the importance of choice to people with IDD. You will learn how to offer choices and help the person communicate their decision. You will learn how to build a sense of empowerment and teach problem-solving skills.

Common Health Problems and Interventions for Persons with IDD

 0.5 hours REL-IDD-0-CHPIPIDD

 **Description (Objective/Purpose)**

It is important that direct support professionals, or DSPs, are aware of health problems that are likely to affect the people they support. Four common health problems in people with intellectual and developmental disabilities, or IDD, include ear infections, pressure injuries, cellulitis, and urinary tract infections. In this course, you will learn about the symptoms of these conditions, as well as how to respond to these conditions. DSPs may need to respond to other health conditions as well. For information about other common health needs seen in the IDD population, please refer to the course library.

Conflict Management for Direct Supports Staff in IDD

 1 hour REL-IDD-0-DSPCCMS-3

 **Description (Objective/Purpose)**

The ability to communicate well and handle situations of conflict are essential for direct support professionals (DSPs). This course provides guidance on ways to help manage and resolve conflict. You will learn about effective communication and common problems that can arise in communication that might result in conflict. You will then learn about what causes conflict and how different people respond to managing conflict using distinct styles. You will also learn specific skills and methods for managing and resolving conflict.

Crisis Intervention for Individuals with IDD

 0.75 hours REL-IDD-0-CIIIDD

 **Description (Objective/Purpose)**

Behavioral crises are disruptive and can be dangerous. This course will help you learn to identify situations that could result in a crisis. You will learn about how to prevent crises, as well as how to respond to them.

Health Needs and Outcomes for People with IDD

 0.5 hours REL-IDD-0-HNOPIDD

**Description (Objective/Purpose)**

People with intellectual and developmental disabilities, or IDD, often experience health disparities and barriers to quality healthcare. As a direct support professional, or DSP, you can support good health for the people you serve. In this course, you will learn about barriers to good health for people with IDD. You will also learn about strategies you can use to help the people you support achieve good health outcomes. The goal of this course is to introduce DSPs in IDD service settings to the idea of health disparities and how to address them.

Integrated Care in IDD

 1 hour REL-IDD-0-ICIDD

 **Description (Objective/Purpose)**

As behavioral health and disability services move towards more integrated care, it is important for QIDP  s to understand how an integrated care system works. In this course, you will learn what integrated care is and how it can improve quality of care. You will also learn about common integrated care practices in IDD services.

The goal of this course is to introduce QIDPs in IDD settings to concepts of integrated care.

Intellectual Disabilities: Interventions, Supports and Outcomes

 1 hour REL-IDD-0-IDAO

 **Description (Objective/Purpose)**

Intellectual disability, or ID, can affect every area of a person’s life. Although as much as 3% of the population has ID, it is often misunderstood. People with ID have often been mistreated and ridiculed. Although things have improved, many people with ID still face limits that other people impose on their lives. In this course, you will learn what ID is and how it affects a person’s life. You will learn about common causes of ID, including related conditions. You will learn about the range of supports people with ID need to live meaningful lives. You will also learn about how those supports contribute to positive outcomes for people with ID.

Managing DSP Burnout

 1 hour REL-IDD-0-MDSPB

 **Description (Objective/Purpose)**

Direct Support Professional (DSP) burnout is a significant problem when providing services to people with intellectual and developmental disabilities (IDD). In this course, you will learn about factors that contribute to DSP burnout. You will also learn steps you can take to reduce the risk of burnout for the DSPs you supervise.

Monitoring Health and Safety of Individuals with IDD

 1 hour REL-IDD-0-MHSIIDD

 **Description (Objective/Purpose)**

People with intellectual and developmental disabilities, or IDD, have differing levels of ability. They can face challenges when it comes to making decisions about their own health and safety.

As a DSP, or direct support professional, one of your core duties is to monitor the health and safety of the people you support. In this course, you will learn about what monitoring entails. This includes the types of problems you need to look out for and how to respond to them. You will also learn about strategies you can use to make your monitoring more effective.

Pairing Yourself with Reinforcement

 0.13 hours REL-ABA-0-POTG5

**Description (Objective/Purpose)**

The first step in starting a teaching program designed to increase the skills of people with intellectual and developmental disabilities (IDD) is to build rapport. In this course you will refresh your skills in building rapport by pairing yourself with reinforcement.

Positive Behavior Support Planning: Part 1

 2 hours REL-IDD-0-IBC1

**Description (Objective/Purpose)**

Challenging behavior can create significant problems for people with intellectual and developmental disabilities (IDD) and others around them. When it does, positive behavior support plans (PBSPs) can help the person learn safer or more appropriate behavior. PBSPs can also help support providers better understand how to prevent challenging behavior.

This course is Part 1 of a two-part training on planning and implementing PBSPs. In this course, you will learn a framework for understanding the variables that affect a person’s behavior. You will also learn how to evaluate each of these variables in a functional behavior assessment.

The goal of this course is to teach QIDPs in IDD settings how to assess challenging behavior for a positive behavior support plan.

Principles of Positive Behavior Support Pt.1: Overview

 0.75 hours REL-IDD-AAIDD-PPBSP1O

**Description (Objective/Purpose)**

In the field of intellectual and developmental disability, or IDD, services, direct support professionals, or DSPs, often handle challenging behavior from the individuals they serve. Positive behavior support, or PBS, is an effective and essential system for providing meaningful and enjoyable lives for people with disabilities. Not only does this system help you figure out why a person acts in a certain way, but it also helps you develop a plan to shape new, positive behaviors.

This is Part 1 of a 4-part series about PBS based on guidelines from the American Association on Intellectual and Developmental Disabilities’ Positive Behavior Support Training Curriculum. In this series, you will learn the reasons behind behavior issues, the principles of PBS, and how to apply this knowledge when you need it. You will also learn how to collect data that can be used to inform support plans. This series should provide you with new skills to help people with IDD in a way that respects their basic human rights.

In this course, you will learn about antecedents, behavior, and consequences, or ABCs. You will learn what “sets off” a behavior and what causes a person to repeat it. Understanding the ABC model of behavior will help you support people with IDD.

The goal of this course is to introduce DSPs in IDD settings to principles of positive behavior support.

Principles of Positive Behavior Support Pt.2: Choice, Skills, and Environment

 0.5 hours REL-IDD-AAIDD-PPBSP2TFS

 **Description (Objective/Purpose)**

In the field of intellectual and developmental disability , or IDD, services, direct support professionals, or DSPs, often handle challenging behavior from the individuals they serve. Positive behavior support, or PBS, is an effective and essential system for providing meaningful and enjoyable lives for people with disabilities. Not only does this system help you figure out why a person acts in a certain way, but it also helps you develop a plan to shape new, positive behaviors. This is Part 2 of a 4-part series about PBS based on guidelines from the American Association on Intellectual and Developmental Disabilities’ Positive Behavior Support Training Curriculum. In this series, you will learn the reasons behind behavior issues, the principles of PBS, and how to apply this knowledge when you need it. You will also learn methods for helping people change their behavior and how to collect data that can be used to inform support plans. This series should provide you with new skills to help people with IDD in a way that respects their basic human rights. In this course, you will learn about choice within the PBS approach. You will also learn how the environment can affect someone’s behavior. Finally, you will learn about the value of functional skills. Choice, a positive environment, and functional skills work together to improve a person’s quality of life and prevent challenging behavior.

Principles of Positive Behavior Support Pt.3: Teaching New Skills

 0.5 hours REL-IDD-AAIDD-PPBSP3TIIDD

 **Description (Objective/Purpose)**

In the field of intellectual and developmental disability, or IDD, services, direct support professionals, or DSPs, often handle challenging behavior from the individuals they serve. Positive behavior support, or PBS, is an effective and essential system for providing meaningful and enjoyable lives for people with disabilities. Not only does this system help you figure out why a person acts in a certain way, but it also helps you develop a plan to shape new, positive behaviors.

This is Part 3 of a 4-part series about PBS based on guidelines from the American Association on Intellectual and Developmental Disabilities’ Positive Behavior Support Training Curriculum. In this series, you will learn the reasons behind behavior issues, the principles of PBS, and how to apply this knowledge when you need it. You will also learn how to collect data that can be used to inform support plans. This series should provide you with new skills to help people with IDD in a way that respects their basic human rights.

In this course, you will learn about prompts and teaching strategies. These strategies include task analysis, chaining, prompt fading, and error correction.

The goal of this course is to introduce DSPs in IDD settings to teaching strategies used in PBS.

Principles of Positive Behavior Support Pt.4: Importance of BSPs

 0.75 hours REL-IDD-AAIDD-PPBSP4IBSP

 **Description (Objective/Purpose)**

In the field of intellectual and developmental disability, or IDD, services, direct support professionals, or DSPs, often handle challenging behavior from the individuals they serve. Positive behavior support, or PBS, is an effective and essential system for providing meaningful and enjoyable lives for people with disabilities. Not only does this system help you figure out why a person acts in a certain way, but it also helps you develop a plan to shape new, positive behaviors.

This is Part 4 of a 4-part series about PBS based on guidelines from the American Association on Intellectual and Developmental Disabilities’ Positive Behavior Support Training Curriculum. In this series, you will learn the reasons behind behavior issues, the principles of PBS, and how to apply this knowledge when you need it. You will also learn methods for helping people change their behavior and how to collect data that can be used to inform support plans. This series should provide you with new skills to help people with IDD in a way that respects their basic human rights.

In this course, you will learn about tools a team can use to provide PBS consistently across all team members. These tools include functional assessment, behavior support plans, and data collection. While each team member has a different role, everyone must work together to help the person achieve their highest quality of life.

The goal of this course is to introduce DSPs in IDD settings to tools used in positive behavior support.

Providing Cognitive Behavioral Therapy to Persons with IDD

 1.25 hours REL-BHC-0-PCBTPIDD

 **Description (Objective/Purpose)**

Cognitive behavioral therapy (CBT) is among the most effective psychotherapy approaches for a wide range of presenting problems. Because of its focus on internal thoughts and feelings and ways to enhance interpersonal effectiveness, it humanizes individuals with IDD in ways that traditional interventions for the population have not. Through vignettes and examples, therapists will acquire basic skills to modify and apply CBT for the treatment of behavioral health concerns in adult clients with IDD.

Providing Support for Challenging Behavior

 0.5 hours REL-IDD-0-MCBPIDD

**Description (Objective/Purpose)**

Supporting people with intellectual and developmental disabilities (IDD) sometimes means facing challenging behavior. In this course, you will learn about the causes of challenging behavior. You will also learn how you can prevent or reduce challenging behavior from the people you support. Finally, you will learn how to respond to and de-escalate challenging behavior when it does occur.

Rights Restrictions in IDD Services

 0.5 hours REL-IDD-0-RRIDDS

 **Description (Objective/Purpose)**

This course provides an overview of the process required to restrict a person’s rights. You will learn about reasons to avoid restrictions, reasons restrictions might be needed, and common examples of actions that are considered restrictive.

Social Integration Strategies for People with Autism Spectrum Disorder

 0.75 hours REL-IDD-0-SSIIASD

 **Description (Objective/Purpose)**

Social interactions are a big part of life. Relationships add meaning to life. They are key to a happy, healthy life for most people. Interacting with others is important to build relationships and be part of a community.

In this course, you will learn about some common social challenges faced by people with autism spectrum disorder (ASD). People with ASD face challenges with social communication and interactions. ASD also causes repetitive patterns of thinking and behaving. These two features of ASD often make it difficult for people with ASD to make social connections. This course will also explain how you can support people with ASD to engage with others around them.

The goal of this course is to teach DSPs in IDD service settings how to support people with autism spectrum disorder to make social connections.

Substance Use and People with Intellectual and Developmental Disabilities

 0.75 hours REL-IDD-0-DSP3

**Description (Objective/Purpose)**

Substance use disorders affect millions of people, including individuals with intellectual and developmental disabilities (IDD). This course will provide practical knowledge and skills to help direct support professionals (DSPs) support individuals with IDD who may be struggling with a substance use disorder. You will gain a better understanding of how to advocate for inclusive substance use treatment for people with IDD, and how to liaison with clinicians who treat substance use disorders. DSM™ and DSM-5™ are registered trademarks of the American Psychiatric Association. The American Psychiatric Association is not affiliated with nor endorses this course.

Supporting People with Autism Spectrum Disorder

 1 hour REL-IDD-0-SPASD

 **Description (Objective/Purpose)**

Autism spectrum disorder, also called ASD, is a common diagnosis among people with intellectual disability. In this course, you will learn about the challenges and needs that people with ASD commonly face. You will also learn about strategies to address these needs.

Supporting People with IDD and Mental Health Conditions

 1 hour REL-IDD-0-SIIDDCOD

 **Description (Objective/Purpose)**

Many people with an intellectual and developmental disability, or IDD, also have a mental health condition. Despite this, too many mental health conditions are not recognized or treated. When people with IDD don’t get the right treatment, challenging behavior often worsens leading to poor outcomes for the person and those around them. Supporting people with IDD and mental health needs requires a different approach than supporting someone who does not have a mental health diagnosis. In this course, you will learn about common mental health conditions and how they affect people with IDD. You will also learn how you can support people who are dually diagnosed.

This course does not intend to diagnose or prescribe treatment for mental health conditions.

Supporting Self-Advocacy Skills

 0.5 hours REL-IDD-0-TSAS

 **Description (Objective/Purpose)**

This course is an introduction to self-advocacy. You will learn what self-advocacy is, why it is important, and how people might act as self-advocates. You will also learn how you can support self-advocates by being an ally. To be a good ally, you must understand how influence, power, and responsibility shape a person’s life.

The goal of this course is to introduce DSPs in IDD services to self-advocacy concepts.

Trauma-Informed Service Programs

 1.75 hours REL-IDD-AAIDD-TISP

 **Description (Objective/Purpose)**

A trauma is a deeply distressing or disturbing experience. Trauma can arise from a single, major experience. It can also result from the cumulative effect of many little experiences.

Most adults with intellectual and developmental disabilities, or IDD, have experienced trauma. The effects of trauma can last a lifetime. They can also contribute to challenging behaviors. In this course, you will learn how trauma affects people with IDD. You will learn about trauma-informed support strategies, including how they apply at the programmatic level.

This course is based on two works written by Karyn Harvey and published by the American Association on Intellectual and Developmental Disabilities:
*•    Trauma-Informed Behavioral Intervention: What Works and What Doesn’t
•    Trauma and Healing in the Lives of People with Intellectual Disability: Therapeutic Approach and Materials for Therapists and Paraprofessionals*

Trauma-Informed Supports

 0.75 hours REL-IDD-AAIDD-TIS

 **Description (Objective/Purpose)**

Most adults with intellectual and developmental disabilities, or IDD, have experienced trauma. The effects of trauma can last a lifetime. They can also contribute to challenging behaviors. In this course, you will learn how trauma affects people with IDD. You will also learn how you can support people who have experienced trauma. The goal of this course is to introduce Direct Support Professionals, or DSPs, in IDD settings to trauma-informed support strategies.

Understanding Intellectual Disability

 0.75 hours REL-IDD-AAIDD-ID

 **Description (Objective/Purpose)**

Intellectual Disability, or ID, is a permanent and lifelong condition. Almost all people with ID receive their diagnosis as young children, but the condition can be diagnosed later if the symptoms were present in their childhood. ID has been described in medical and legal writings for hundreds of years using a variety of names. Until fairly recently, the condition was called “mental retardation.”

The core features of ID are limitations in both intellectual functioning and adaptive behavior, which are noticeable in a person during their childhood. In this course, you will learn what clinicians look for in diagnosing ID and what teams consider when developing plans for individualized supports.

The impact of ID on a person's functioning may range from mild to severe. No matter what the severity of their condition, all people with ID have a set of relative strengths and weaknesses. Understanding a person's strengths and weaknesses is the basis for providing individualized supports. Providing appropriate individualized supports can increase the person's abilities and functioning. However, they will always have the condition of ID.

This course is based on the 12th edition of the American Association on Intellectual and Developmental Disabilities, or AAIDD, diagnostic manual published in 2021.

The goal of this course is to teach DSPs and QPs in IDD settings what ID is, how it is diagnosed, and illustrate how individualized supports can increase a person with ID’s functioning and promote the development of new abilities.

Use of Psychotropic Medications in IDD

 0.75 hours REL-IDD-0-UPMIDD

 **Description (Objective/Purpose)**

Many people with intellectual and developmental disabilities, or IDD, take psychotropic medications to manage symptoms of mental illness and other conditions. It is important that you understand how these medications affect the people you support. In this course, you will learn what psychotropic medications are and why they are used. You will learn about their effects, including adverse effects. You will also learn about your role in supporting safe and effective management of psychotropic medications.

The goal of this course is to provide DSPs in IDD service settings with an overview of issues related to psychotropic medications.