

THINK+change

Catalog

March 2023, Seventh Edition

Training and education about people with intellectual and developmental disabilities (IDD) for them, their families, and the professionals in their lives.

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THINK+change

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TALKS are provocative, in-person or video shorts.

Increase crucial conversations via no-cost TALKS (mini-documentaries) to help spur dialogue, recognize inclusion, and understand the unique challenges and successes people with disabilities and their families face by hearing from those with first-hand experience.



A Right to Love: The Connection of Love and Disability (2021) - four-part video series - Available at no cost

Relationships are part of the human experience, regardless of disability. But,

those with disabilities may face implicit bias, assumptions, and micro aggressions from those in the community who are unprepared to understand the unique nuances of those relationships. This mini-documentary series shares the perspectives of two married couples, a person who identifies as femme queer, and a relationship coach for neurodiverse individuals on what we need to know about people with disabilities and their right to love. [Also available in podcast.](#)

Autism Spectrum Disorder (ASD) and Behavior: What Should We Know (2018) - five-part video series -

Available at no cost

Autism Spectrum Disorder (ASD), a sensory and communication disorder, often presents with what many consider atypical and challenging behaviors. *ASD and Behavior* TALKS series shares the perspectives of two parents, a therapist, a person with ASD, and a law enforcement officer on what we need to know about ASD and behavior.



Breaking the Barrier of Disability Bias (2019) - five-part video series -

Available at no cost

People with disabilities and their families experience bias every day.

Hear how five individuals encounter bias and work to break the barriers of those implicit and explicit attitudes. [Also available in podcast](#). Check out companion [Breaking the Barrier of Disability discussion guide](#).



Businesses Changing the Status Quo: Shifting the Face of Disability Employment (2022) - five-part video series - Available at no cost

Did you know that people with disabilities experience higher rates of unemployment than those without disabilities? This series features five businesses working to change that fact! Hear from a restaurant, health care, visual arts, entrepreneurship, and retail perspective on ways to create opportunity and support employees with disabilities. [Also available in podcast](#).

Cannabis and Disability, a series of different perspectives - (2020) - five-part video series - Available at no cost

An educational series featuring different perspectives that shape the dialogue between health, cannabis, and how people with disabilities are exploring cannabinoid therapies. This series is not all-encompassing of everything cannabis, but a "glimpse" into the provocative subject and to answer basic questions. [Also available in podcast](#).



Caregiving Across the Continuum (2019) - five-part video series - Available at no cost

Nearly 40 million caregivers in the U.S. provide care to adults with a disability or illness. **Caregiving Across the Continuum** is a 5-part series that features insightful stories of caregivers who support their loved ones who are adults with disabilities. The series shares the perspectives of an adoptive caregiver, a long-distance caregiver, a biological caregiver, an elder caregiver, and a daughter. [Also available in podcast](#).

Developmental Disabilities and Foster Care - (2022) – five-part video series -

Available at no cost

When parents and/or children with a developmental disability enter the foster care system, both placement and



reunification can be challenging. This mini-documentary storytelling series features various perspectives of those with backgrounds in the foster care system including disability advocacy, child welfare, disability services, foster family recruitment and retention, and a lived experience. [Also available in podcast.](#)

Disability and School-to-Prison Pipeline - (2019) – five-part video series - Available at no cost

Children with disabilities are more likely than children without disabilities to be propelled into the juvenile justice system. A Colorado education policy expert, a Colorado legislator, a parent, and a behavior expert share their perspectives on that inequity. [Also available in podcast.](#)



Higher Education and Students with Autism Spectrum Disorder Series (2018) – four-part video series - Available at no cost

Students with disabilities are interested in higher education and they can be successful! Hear Sam talk about what he and other students on the autism spectrum need from the higher education system to be effective.

Living with Disability (2018) - five-part video series

– Available at no cost

Designed to provide community partners with an understanding of living with disability from the perspective of those who know it best: a parent of children with disabilities; a sibling of a person with disabilities; a person living with disability his entire life; a person with an acquired disability. This THINK+change conversational TALKS series is intended to spur conversation and understanding, and could be used to build short trainings to improve understanding and inclusion.



The Intersection of Race and Disability

(2021) - four-part video series – Available at no cost

The lived experience of disability varies, both among people with disabilities and among racial and ethnic groups. All people should be able to engage in everyday activities regardless of race, national origin, ethnicity, or disability. But, many still face barriers. This video storytelling series features the perspectives of four individuals from different racial backgrounds including North African Arab, Vietnamese, Black, and Latino who have a relationship with disability. What happens when those identities are united? What discrimination do these individuals face, what successes have occurred, and what still needs to improve?

[Victimization and People with Disabilities: It's Real](#) (2019) – five-part video series - Available at no cost

People with disabilities are more likely than people without disabilities to be victims of mistreatment, abuse, neglect, and exploitation. Listen to victims with disabilities and people who support victims with disabilities talk about the impact the crimes of sexual assault, trafficking, financial exploitation, and Medicaid fraud had on themselves/their clients/families. Professionals who respond to each of those crimes also talk about their work and its impact on the lives of victims with disabilities. [Also available in podcast.](#)



"It seems like there are so many possibilities that we learned."

- **Brent**, a previous THINK+change training learner

TRAININGS are *in-person or online targeted educational opportunities.*

THINK+change offers an array of TRAININGS that fit every learning style to include THINK+change Academy Courses, Micro-learning, podcasts and vodcasts, and in-person training.

THINK+change Academy Online Courses

THINK+change Academy is your online learning platform where you can take online courses on your own time to further your education for all things IDD. Every online training offers course-specific content packed with video slide-based lectures, downloadable TOOLS to reinforce training content, and MORE!

A Primer on the Individualized Education Plan (IEP) -

(2020) – on demand, self-paced training - Available at no cost. Also available with Spanish subtitles.

This online training helps better understand the Individualized Education Plan (IEP) and the IEP process. This 1.5-hour course features 4 trainers and reviews the following: What is an IEP: Key components, reviews, rights; Behavior, help, summary; and Workshopping your child's IEP.



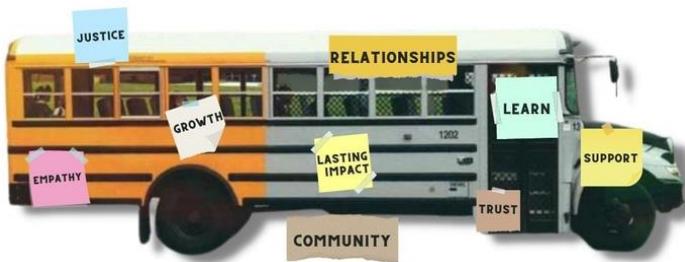
Cultivate Learning That Advances Everyone; People with Intellectual and Developmental Disabilities (IDD)

and You - **(2021) – on demand, self-paced training** - Available at no cost

Have you found yourself struggling with disability-focused

training ideas and resources to help support your team and the individuals you serve? Or perhaps you have little to no budget or even time to create provocative and relative content that represents important issues, trends, or challenges affecting providers of community services for people with intellectual and developmental disabilities (IDD)? We've got you covered! THINK+change, The Arc of Aurora's training and education program, strives to change knowledge, attitude, and behavior to ultimately improve the quality of life for people with IDD, their families, and the professionals in their lives.





Developmental Disability and The School-to-Prison Pipeline - (2023) – on demand, self-paced training - Available at no cost

The “School-to-Prison Pipeline” refers to policies and practices that push students out of classrooms and into the juvenile criminal justice system. In this course, we review restorative justice and trauma-informed approaches to challenging behaviors and why these practices statistically reduce out-of-school suspensions, absenteeism, tardiness, and improved school climate. By recognizing that behavior is functional, we can improve challenging behaviors, restore school communities, and end the “Special Education School-to-Prison Pipeline”.

Every Voter Counts - (2020) – on demand, self-paced training - Available at no cost

Voters with disabilities are guaranteed the right to access campaign, rally, and election spaces, and to vote privately and independently as prescribed by federal laws. Inclusion of and access for voters with disabilities is not just good practice; it is the law! This no-cost training offers information to those charged with holding elections to help ensure their processes are accessible to and inclusive of people with disabilities as prescribed by federal laws.



Living Well: Host Home Service Delivery Option - (2021) – on demand, self-paced training - Available at no cost

Host Homes are located in different cities, towns, and rural areas and is a residential setting where an adult with intellectual or other developmental disabilities (IDD) lives with a qualified Host Home Provider. This no-cost training reviews Medicaid and intellectual and developmental disability (IDD) eligibility for long-term services and support; Home and Community-Based

Services Waivers (HCBS) for adults with IDD; what a Host Home is, tenant Rights and Responsibilities; becoming a Host Home Provider (HHP); person-Centered Planning and Self-Determination; and more!



Online Romance Scams, Sextortion, and People with Intellectual and Developmental Disabilities - (2022) – on demand, self-paced training - Available at no cost

People with intellectual and developmental disabilities (IDD) are increasingly becoming victims of online romance scams and sextortion. In partnership with the [Colorado Bureau of Investigation](#), this Train-the-Trainer course provides step-by-step instructions, questions, and videos to be used by those that serve and support adults with IDD to provide instruction about online romance scams.

The Power of a Collective Voice - (2021) – on demand, self-paced training - Available at no cost

Master the Art of Creating a Speakers Bank! A Speakers Bank can be a group of volunteers that have a connection to disability that can speak about topics affecting them and their loved ones. Together we can help people with disabilities and their families speak their truth about topics and issues that are important to them!



Schooling at Home: Your guide to remote and hybrid learning with IEP supports - (2020) – on demand, self-paced training - Available at no cost

This training helps parents be better prepared for supporting their child who has an Individualized Education Program (IEP) while schooling at home. This no-cost training reviews

schooling options for children with IEP supports during COVID-19; how to address schooling issues for your child as they arise; the importance of collecting documentation and how to; and accessing your procedural rights.



Supporting Crime Victims with Intellectual and Developmental Disabilities - (2022) – on demand, self-paced training - Available at no cost

In 2020 and 2021, THINK+change trained hundreds of victim service providers throughout Colorado on how to best support, serve and interact with adult crime victims who have developmental disabilities. This 4-part training reviews disability and characteristics, communication

supports, victimization, accommodations, bias, and the IDD system and resources.

Supporting Youth with Developmental Disabilities Who Enter the Juvenile Criminal Justice System - (2022) – on demand, self-paced training - Available at no cost

We know that our work is never done when it comes to Transforming the Special Education School-to-Prison Pipeline. But, an important topic that we need to consider is what happens when youth with developmental disabilities enter the juvenile criminal justice system? This 1-hour and 15-minute course in partnership with special guests representing three District Attorney offices throughout Colorado.



Title III of the ADA and why Public Accommodations

Matter - (2022) – on demand, self-paced training -

Available at no cost

Does it feel daunting to be ADA-compliant? Or are you unsure how to provide an accommodation or not sure what the term "accommodation" means? Have you ever had an ADA complaint filed against your business or are curious about what could happen if you are not ADA-compliant? Then this course is for you!

Transforming the Special Education School-

to-Prison Pipeline - (2021) – on demand,

self-paced training - Available at no cost

A solutions-focused training about youth with I/DD, juvenile justice, special education, behavior, bias, trauma-informed response, and restorative practices. This no-cost, solutions-focused training reviews: what the Special Education School-to-Prison Pipeline is; who youth with intellectual and developmental disabilities (I/DD) are; why behavior and transformation matter; how restorative practices and a trauma-informed approach can change a youth's life; and an educator and law enforcement perspective via guest speakers of how we can partner together for successful outcomes.



"I find it really thought provoking."

- **Leslie**, a previous *THINK+change* training learner

VODCASTS AND PODCASTS

Vodcasts are pre-recorded video trainings that include audio and can be watched. Podcasts are pre-recorded audio trainings that can be listened to.

Adult Services for Coloradans with Intellectual and Other Developmental Disabilities (I/DDs) (2019) - five-part video and podcast training - Available at no cost

This five-part series provides information on the services and supports available to adults in Colorado with I/DDs including information about waivers; day and employment services, residential options; information about the Family Caregiver option.



Adulting 101: Molding the Path to Adulthood (2022) - five-part video and podcast training - Available at no cost

What happens when a young adult with a developmental disability (DD) turns 18? This five-part series reviews the resources and professionals out there to help you navigate the

educational transition plan, prepare for higher education or employment, help you get the right Home and Community-Based services, answer questions about guardianship and finances, and MUCH MORE!

Beyond Love Relationships and Disability (2021) - three-part video and podcast training - Available at no cost

People with disabilities have been fighting for their rights for decades. While many areas of community life have improved, people with disabilities often have trouble successfully navigating loving long-term intimate relationships. This 3-part series reviews the common struggles including, but not limited to the "marriage penalty", considerations for service delivery, and planning for the future.



[Colorado Bureau of Investigation and people with IDD](#)

(2020) – one part video and podcast training – Available at no cost

Meet Hazel Heckers, a Victim Assistance Coordinator with the Colorado Bureau of Investigation (CBI). Hazel is an expert concerning crimes against the elderly and people with disabilities and provides direct services and support to crime victims throughout Colorado. Learn about who the CBI is; why CBI victim advocates are needed; what services CBI provides victims of crime; and how CBI can be a resource for you as a person with a disability or for your loved one with a disability.



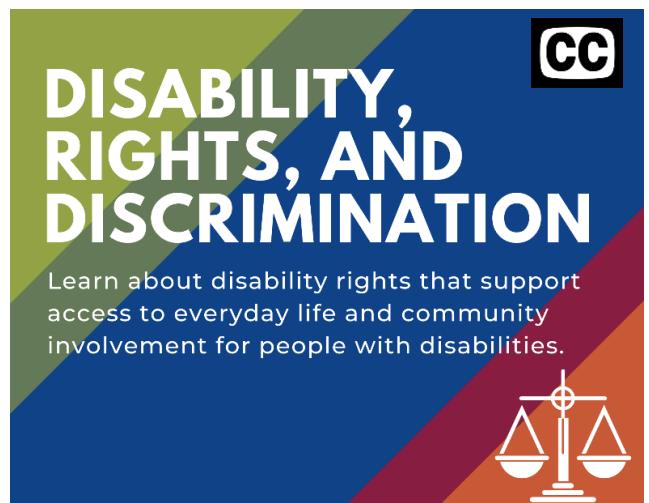
[Criminal Justice System and Coloradans with Intellectual and Other Developmental Disabilities \(IDDs\): The Basics You Need to Know.](#) (2019) - five-part video and podcast training - Available at no cost

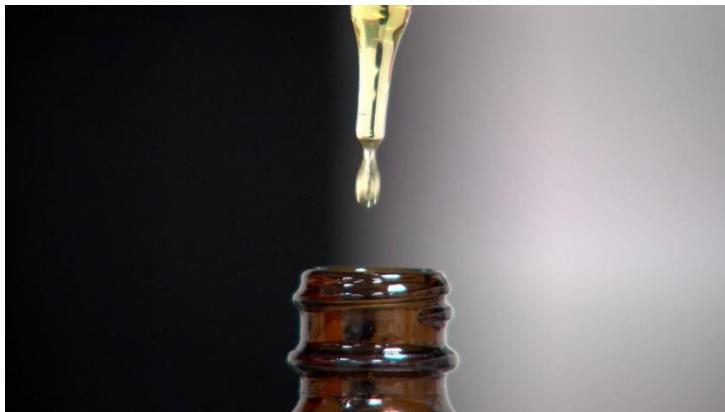
Offers citizens with IDDs and those who support them an overview of Colorado's criminal justice system, including general information about the differences between municipal and district courts, potential outcomes to expect at court, and

interactions with law enforcement.

[Disability, Rights, and Discrimination](#) (2019) - five-part video and podcast training - Available at no cost

This five-part series focuses on disability rights that support access to everyday life and community involvement for people with disabilities. This series reviews educational rights, physical setting rights, community living rights, and voting rights.





Expanding Access and CBD Therapies for People with Developmental Disabilities
(2022) - four-part video and podcast training
- Available at no cost

It can be a complicated world when individuals, families, and professionals want to safely navigate CBD access as we sit in limbo between federal and state laws and regulations. This 4-part podcast/vodcast series helps you explore

the facts and can help bust the myths about people with developmental disabilities using therapeutic CBD.

Finances, Assets, and Disability: What You Need to Know (2022) – five part video and podcast training – Available at no cost

Individuals with disabilities, their loved ones, and the professionals in their lives have to navigate many complicated factors when it comes to finances and assets. To help better navigate common questions, THINK+change interviewed professionals who have expertise in finances, benefits, and assets to better understand the unique nuances of disability and finances.



Forensic Interviewing Victims with I/DDs (2020) – one part video and podcast training – Available at no cost

Scott Modell, Ph.D., an expert in the areas of child abuse, crime victims with disabilities, and the application of safety science to human services' agencies, speaks about forensic interviewing victims with intellectual and other developmental disabilities (I/DDs). This TRAINING provides information about: Forensic interviewing; How interviewing differs between children and adults with I/DDs; and Best practices for interviewing victims with I/DD.

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Make sure that the person is safe, and that any of their needs in terms of responding to their trauma needs are met.



Human Rights, the Final Settings Rule, and Adults with Intellectual and Developmental Disabilities (IDD) (2021) – three part video and podcast training – Available at no cost
Unless rights are modified by court order, a person with a disability has the same legal rights and responsibilities guaranteed to all other people under federal and state laws. However, Colorado systems allow for procedures that remove or suspend the rights of people with intellectual and developmental disabilities (IDD) with the intent to teach or maintain their safety. This 3-part podcast/vodcast series

reviews policies, practices, and procedures that might undermine a person's ability to access their community rights, and how we can ensure the protection of people with IDD without unnecessarily eliminating their choice and dignity of risk.

Medical Cannabis: Opportunities and Challenges

(2020) - four-part video and podcast training -

Available at no cost

Medical cannabis, it is a contemporary subject! Please join us as we break down your questions in Medical Cannabis: Opportunities and Challenges. This 4-part series provide an Overview of medical cannabis for people with disabilities in Colorado; and information about medical cannabis use in school settings; Medicaid services; and in community settings.



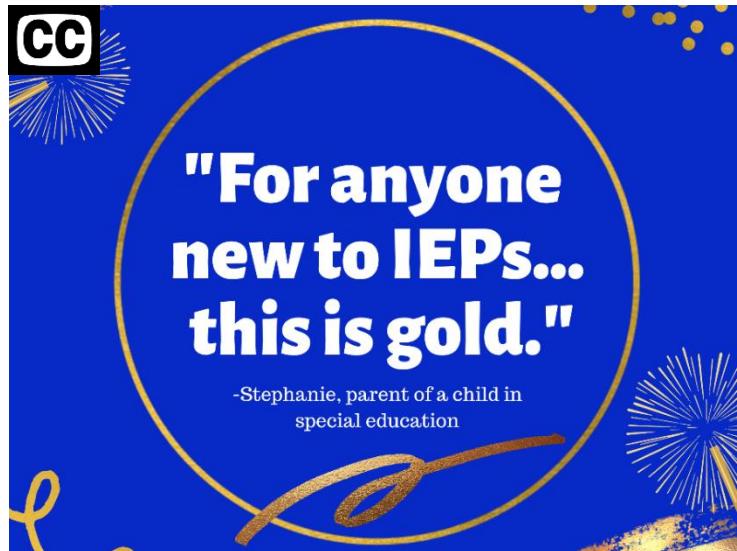
Planning for your child's natural transitions in school (2020) - five-part video and podcast training – Available at no cost

Children experience transitions throughout their school life. But, students with disabilities are more likely to be impacted disproportionately by system silos and educational transitions. This 5-part series provides information about accessing Early Intervention services; what you need to know when

your child transitions to Elementary School; transitioning from Elementary School to Secondary Education; and preparing for life beyond the Individualized Education Plan (IEP).

Special Education Individualized Education Plan (IEP) Basics (2019) - five-part video and podcast training - Available at no cost -
*Subtítulos opcionales disponibles en español.

Students with developmental disabilities in special education have Individualized Education Plans (IEPs). This five-part series provides basic information on the IEP such as eligibility and evaluations, the differences among Annual, Re-Eval, and Triennial IEPs, goals, objectives, and data collection.



Special Education Services: IEP vs. 504 (2021) - three-part video and podcast training - Available at no cost

This 3-part recorded vodcast/podcast series helps you understand the basics about IEPs, 504s, how to navigate common challenges, build solutions, and also features the perspective of a special education lawyer. **Receiving a free and appropriate education is not only possible for children with disabilities; it is their right!**

Supporting Self Determination (2020) - five-part video and podcast training - Available at no cost

Choices are individual and an implied human right for all citizens — yet many people with disabilities are often not able to fully experience a self-directed life. This series considers supported decision making, the dignity of risk, guardianship, and additional options for protection without interfering with a person's autonomy.



[Victimization and People with Intellectual and Developmental Disabilities \(IDD\) \(2021\)](#)

- three -part video and podcast training -

Available at no cost

People with IDD are victims of crime at a substantially higher than the general public, which impacts their ability to live safely in many community settings. This series reviews victimization statistics, unique crimes against people with disabilities, and how to support victims with disabilities.



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The ADA protects all people with disabilities who have substantially limited major life activities, such as working, talking, seeing, walking. Really anything that can impact living in the community.

HANNI RALEY, ASSISTANT EXECUTIVE DIRECTOR OF THE ARC OF AURORA

The Arc THINK+change

[What you can expect from the Americans with Disabilities Act \(ADA\) \(2020\) - four-part video and podcast training](#) - Available at no cost

The Americans with Disabilities Act of 1990 or ADA is a civil rights law that prohibits discrimination based on disability. What you can expect from the Americans with Disabilities Act (ADA) 4-part series provides:

- An Overview of the ADA; and
- Information about the ADA in school settings;
- Medicaid services; and in
- Community settings.



"It's opened doors in my mind to a better opportunity for my son."

- **Abir**, a previous *THINK+change* training learner

Micro learning

Short e-learning videos and a holistic approach for skill-based learning and education via small learning units; targeted content affecting people with disabilities; with unrestricted access; and can be used in-person, online, or blended learning (in-person or online).

Communication with Citizens with Intellectual and Developmental Disabilities (IDD) (2017) - four-part micro learning training - Available at no cost

This four-part, micro-learning video training series provides a general foundation to build short pieces of training for law enforcement, first responders, justice professionals, and community groups on best practices to improve community interactions with citizens with Intellectual and Developmental Disabilities (IDD). The 4 part series includes Communication Tips for Working with Citizens with an Intellectual Disability (ID); Developmental Disabilities (DD); and Spectrum Disorder (ASD).



Disability in Society Educational Series (2017) - five-part video and micro learning training - Available at no cost

We all belong to communities and as a member – a citizen — of a community, we are part of something bigger than ourselves. People with disabilities want to and should be recognized and included as citizens and are contributing citizens, employable, pay taxes, and more.

Every Customer Matters (2019) - six-part video and micro learning training - Available at no cost

EVERY CUSTOMER MATTERS

Interacting with ADA in the workplace

The six-part Every Customer Matters micro learning video training series is a perfect resource to help ensure you and your team are prepared to welcome and support guests/customers with disabilities.

Content reviews ADA in the workplace; and interacting with a customer who is blind, Deaf or hard of hearing, has a Service Animal, and uses a wheelchair.



Every Victim Matters

Ensuring equal opportunity and access for victims with disabilities



Every Victim Matters (2019) - six-part video and micro learning training - Available at no cost

The six-part Every Victim Matters micro learning video training series is a perfect resource to help ensure you and your team are prepared to welcome and support victims with disabilities. Content reviews accessibility; and interacting with a victim who is blind, Deaf or hard of hearing, has a Service Animal, has a developmental disability, and uses a wheelchair.

Exploring the Curb Cut Effect

Exploring the Curb Cut Effect (2017)

The Curb-Cut Effect is when laws and accommodations initially developed for people with disabilities ultimately end up making non-disabled people's lives easier.

Closed Captioning and the Curb-Cut Effect (2017)

On August 5, 1972, Julia Child, "The French Chef," ... taught viewers how to make a prized chicken recipe. It was the first time the deaf and hard-of-hearing could enjoy a national television program through the use of captions. Closed captioning is an example of the Curb-Cut Effect.

AAC Devices and the Curb-Cut Effect (2017)

Augmentative and alternative communication (AAC) includes all forms of communication, other than oral speech, that are used to express thoughts, needs, wants, and ideas. Many people with disabilities, including those with severe speech or language problems, rely on AAC to help them communicate. AAC devices are an example of the Curb-Cut Effect.

The Intersection between Medical Cannabis and Disability

Medical Cannabis and You (2017)

While medical cannabis may not be right for YOU, ALL individuals, including those with disabilities, have the right to choose legal medical treatment options when considering a plan of care for a medical condition.

"All video needs to be accessible with closed captioning."

— Jeff Fernengel,
Individual Advocate with
The Arc of Aurora



Cancer and Medical Cannabis (2017)

In states where medical cannabis is legal, cancer patients should consider asking their medical professionals whether medical cannabis could help.

PTSD and Medical Cannabis (2017)

Many PTSD survivors report that medical cannabis helps with their symptoms. In August, 2017, the American Legion, the largest wartime veterans' service organization with 2.2 million members, adopted a resolution supporting medical cannabis as a viable treatment for veterans experiencing PTSD.

Autism Spectrum Disorders and Medical Cannabis (2017)

Anecdotal data indicate that medical cannabis is offering encouraging results in reducing aggressive behaviors and increasing communication skills for those with ASD. Further, pioneering research in Israel, Canada, and Netherlands is leading the way to move the discussion from anecdotal to a possible bonafide treatment.

Chronic Pain and Medical Cannabis (2017)

While prescription opioids are the standard medical treatment for chronic pain, many patients, when given the opportunity, prefer medical cannabis to prescription opioids. Specifically, patients report feeling better and don't have the many prescription opioid side-effects that can include dizziness, constipation, nausea, headaches, and breathing problems.

Epilepsy and Medical Cannabis (2017)

Medical cannabis, in particular the high CBD, low THC variety, was recognized as a successful treatment for refractory epilepsy in the CNN documentary, WEED. Refractory epilepsy is epilepsy that is not controlled by pharmaceuticals.

What do disability advocates need to know about Medical Cannabis? (2017)

Disability advocates should know that ALL individuals have the right to choose legal medical treatment options, including choosing treatment options that are effective; to have their treatment choice respected; and to be supported in informed decision making.

CBD and THC- What is the difference? (2017)

CBD and THC are naturally-occurring cannabinoids in the cannabis plant. (Cannabis is also known as marijuana.) Cannabinoids are chemical compounds that are reported to relieve and treat a variety of conditions. CBD and THC can be used to treat the same or different illnesses.

Is it Medical Marijuana or Medical Cannabis? (2017)

While "medical marijuana" is the better known term in general society, "medical cannabis" is the correct term.

Is Medical Marijuana Medicinal? (2017)

The Federal Drug Administration (FDA) has not recognized or approved the marijuana plant as medicine. However, scientific study of cannabinoids has led to two FDA-approved medications, dronabinol and nabilone.

Special Education Pipeline-to-Prison

Transform the Special Education Pipeline to Prison (2017)

Alternate Approaches -- You can be a part of the change: knowing your triggers and adopting a social emotional lens is a great first step. Developing cultural competency and plans while delivering effective, student-centered instruction shifts the paradigm from discipline to development.



5 Facts about Teachers and the School to Prison Pipeline (2017)

Teachers as Heroes -- Classroom teachers are in a unique position to divert students from the school-to-prison pipeline because they know their students better, putting them in a singularly-empowered position to keep students in the classroom.

Race, Disability, and the School to Prison Pipeline (2017)

Race and Disability: Incarcerated African-American students with disabilities represent nearly 19% of the special ed population but 49.9% of special ed students in correctional facilities. Together we can dismantle and transform the Special Education Pipeline to Prison, but it requires an inter-sectional approach to disability and racial discrimination.

Restorative Practices (2017)

Restorative Practices, when practiced with fidelity, create a safe space for connection and dialogue, ultimately leading to a more equitable and inclusive environment for students, staff, families, and community members. (Restorative Justice Colorado, 2016)

Implicit Bias (2017)

Implicit bias refers to the attitudes or stereotypes that affect our unconscious understanding, actions, and decisions. More than one in three people show an unconscious bias against those with a disability, reflecting a higher level of bias than those regarding gender or race. It's time for a change.

Behavior, Discipline, and the School to Prison Pipeline (2017)

Students with disabilities comprise less than 12% of high-school students nationwide but represent 75% of students restrained, 58% of students who are secluded, and 13+% of students subject to out of school suspension.

Trauma Informed Care (2017)

85% of youth in juvenile detention facilities have special education-qualifying disabilities. Youth with disabilities are nearly 4x's more likely to be physically abused and nearly 5x's more likely to be sexually abused than non-disabled peers.

Positive Behavioral Supports and the School to Prison Pipeline (2017)

Children in formal school based PBS programs are 33% less likely to receive an office discipline referral than those in comparison schools. Kids exposed to PBS early tend to receive the most benefit.

Disability and the School to Prison Pipeline (2017)

Children with disabilities are disproportionately represented on the 'school to prison pipeline'. The prevalence of youth with disabilities in juvenile corrections is 3 to 5 times greater than youth with disabilities in public schools. It is time for a change!

Other Learning

5 Easy Steps on How to Call your Elected Official (2017)

Planning and a few simple steps make calling your elected official an easy way to have your voice heard.

Microlearning (2017)

Microlearning is the process of learning in short, digestible, well-planned-units. From THINK+change, five reasons microlearning is an efficient way to learn.



"I was really excited to get a different perspective."

- **Renee**, a previous *THINK+change* training learner

TOOLS are tangible educational products

Integrate the use of *TOOLS* to reinforce learning to have a better understanding of interacting and supporting people with disabilities.

[Acronym Quick Reference Guide](#) - Available at no cost. (2022)

The disability system in Colorado can be confusing! This Acronym Quick Reference Guide will help you understand what acronyms you may hear and what they may mean.



Acronym Quick Reference Guide

Higher Education and Students with Autism Spectrum Disorder (ASD) Train-the-Trainer Guide

"We're really trying... we're tenacious." - Sam, A person with autism spectrum disorder (ASD)

THINK+change TALKS TRAININGS TOOLS A social enterprise of The Arc of Aurora

THINK+change collaborated with Sam Jarris, a man with high functioning autism, and filmed his perspective about what he and other students on the autism spectrum need from the higher education system to be successful.

Use this guide to:

- ✓ Encourage dialogue
- ✓ Discover unique challenges people with autism face accessing higher education
- ✓ Consider changes so all are successful!

[Higher Education and Students with Autism Spectrum Disorder \(ASD\) Train-the-Trainer Guide](#) - Available at no cost. (2022)

Use [this guide](#) to have a discussion with your team, family, community group, etc. to explore what students on the Autism spectrum need from the higher education system to be successful. The guide is great for preparation to discuss this topic at a community forum or town hall, or to be used at a work retreat, as an icebreaker, at new hire orientation, or as part of your overall employee-training curriculum.



[***Breaking the Barrier of Disability Bias TALKS***](#)

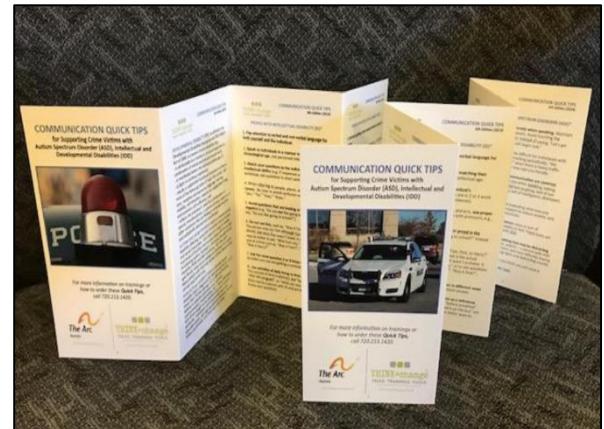
[***Discussion Guide***](#) - Available at no cost. (2019)

The unrest in our country is encouraging many of us to reexamine our biases... our biases about race, in particular. THINK+change encourages you to

also use this time of reflection to reexamine your bias about disability, and we have terrific resources to help you and your colleagues/teams do that. A while back we introduced you to our [***Breaking the Barrier of Disability Bias TALKS***](#) series. We'd like to introduce you to a new companion TOOL to that series, [***Breaking the Barrier of Disability Bias TALKS Discussion Guide***](#). The purpose of having your team watch *Breaking the Barrier of Disability Bias TALKS* and engage in the guided discussion provided via the [Guide](#) is to encourage them to consider how disability bias - theirs and others' - affects their work with citizens with disabilities.

[***Communication Quick Tips***](#) (2019) - Available for a shipping and handling fee.

Communication Quick Tips provides tips for communication with citizens with intellectual and developmental disabilities (IDD). This 6th edition TOOL is perfect for law enforcement, adult protection workers, justice professionals, and others in the community who interact with citizens with IDD. [**We offer two types of Communication Quick Tips:**](#)



-Colorado Quick Tips: includes how to communicate with those who have an intellectual disability, developmental disability, or autism. Colorado Quick Tips also includes information on Colorado's mandatory reporting law and a listing of all [The Arc chapters in Colorado](#). Colorado Quick Tips is 3"x5", printed back-to-back and in color, and has 5 panels and 4 vertical folds.

-National Quick Tips: designed for professionals who live in the U.S. but outside of Colorado. National Quick Tips includes information on how to communicate with citizens who have an intellectual disability, developmental disability, or autism; is 3"x5" and printed back-to-back in color, and has 4 panels with 3 vertical folds. [One panel is left blank for you to label with your \(and local partners'\) disability-relevant contact info.](#)

CRITICAL INCIDENT REPORTS	OCCURRENCE REPORTS
As applied to adults with intellectual and developmental disabilities	As applied to adults with
<ul style="list-style-type: none"> ➤ All Health First Colorado (Colorado's Medicaid) providers/agents (e.g., vendors, medical facilities, and workers) (including non-medical facilities) are required to identify and report all critical incidents. Provider responsibilities are typically described in licensure requirements, contracts or service agreements, job descriptions, and agency policies. ➤ A Critical Incident Report should be completed EVERY TIME it is actual or alleged event that creates the risk of serious harm to the health or welfare of a least one Health First Colorado (Colorado's Medicaid Program) Beneficiary. ➤ Critical Incident Reports should be completed EVERY TIME there are specific or suspected incidents of (incidents, but not limited to) identity abuse/neglect/exploitation, damage to others property/loss, medication management issues, criminal issues, and other incidents that may result in serious harm to individuals with intellectual and developmental disabilities. Tools and resources to determine what has reporting requirements and guidelines that must meet the Centers for Medicare and Medicaid Services (CMS) reporting requirements. ➤ The Service Provider is responsible for reporting to within the Critical Incident to the Single Referral Point (SRP) or Colorado Care and Crisis Center (CCC) (e.g., Developmental Disability) within 7 days of the incident. The SRP and CCC are responsible for filling Critical Incident Reports with the Office of Community Living Benefits Utilization System (OLBIS) within 1 day of learning of an incident. ➤ Health First Colorado requires Critical Incident Reports be filed as a condition of federal funding. 	<ul style="list-style-type: none"> ➤ All Colorado Department of Public Health and Environment (CDPHE) licensed facilities including group homes, nursing homes, alternative care facilities, and even some home care services are required to write and file Occurrence Reports to CDPHE. Host homes are excluded. ➤ Occurrence Reports are not specific to facilities they are related to where the person lives, meaning these reports must be made for AHCA (e.g., elders and people with disabilities) in licensed facility. ➤ Occurrence Reports should be completed EVERY TIME there are specific or suspected incidents of maltreatment, abuse, neglect and exploitation. Other reportable occurrences include deadly serious recurring other medical crises, medication errors, missing persons, inappropriate use of property, and equipment misuse. ➤ CDPHE makes past audits and occurrences of licensed facilities public online, tinyurl.com/cdcoc ➤ The Service Provider is responsible for writing and filling Occurrence Reports with CDPHE within 1 day of learning of an incident.
	 <p>Must be filed in 24 hours</p> <ul style="list-style-type: none"> ▪ Critical Incident Reports ▪ Occurrence Reports ▪ Medication Reports

HELPFUL HINTS

- ❖ In practice, a Critical Report should be made only when law enforcement is called.
- ❖ Critical Incident AND Occurrence Reports may include information not provided in a mandatory report.
- ❖ A Critical Incident Report AND an Occurrence Report can be filed for the same individual incident.
- ❖ When requesting a printed copy of a report, be sure to select the full text and all drop-down fields.
- ❖ Accessing Critical Incident Reports AND Occurrence Reports enhances investigations by providing additional information.

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 critical incidents and occurrence reports - all rights reserved 2014 - www.thinkchange.org

Critical Incidence Reporting (CIR) - Available at no cost. (2019)

Do you investigate crimes against at-risk adults in Colorado, including those with intellectual and other developmental disabilities? Critical Incident Reports and Occurrence Reports should exist for all cases you investigate and may enhance your investigation by providing additional information. Not sure of what those Reports are and when they should be filed?

[**Download**](#) THINK+change's no-cost **Critical Incident and Occurrence Reports TOOL**.

Developmental Checklist - Available at no cost.

This checklist is designed to help you measure your child's growth compared to typical development. Remember: each child develops at his/her own pace. If your child is not doing one activity at the age listed, there is likely no cause for concern. However, if your child is late doing several activities, you should speak with your child's doctor. If your child was born prematurely, ask your doctor about your child's developmental age.




Developmental Checklist for Young Children

This checklist is designed to help you measure your child's growth compared to typical development. Remember: each child develops at his/her own pace.

If your child is not doing one activity at the age listed, there is likely no cause for concern. However, if your child is late doing several activities, you should speak with your child's doctor.

If your child was born prematurely, ask your doctor about your child's developmental age.

Typical Activities During...

Birth to 3 Months	<input type="checkbox"/> Raises head from surface when lying on tummy <input type="checkbox"/> Makes eye contact with adults <input type="checkbox"/> Moves arms and legs in energetic manner <input type="checkbox"/> Smiles and coos <input type="checkbox"/> Grins and sighs <input type="checkbox"/> Likes to be held and rocked
3 to 5 Months	<input type="checkbox"/> Eyes follow slow-moving objects <input type="checkbox"/> Holds head erect <input type="checkbox"/> Grasps object when placed in his/her hand <input type="checkbox"/> Laughs out loud <input type="checkbox"/> Anticipates feeding and recognizes familiar faces <input type="checkbox"/> Sets briefly with support
5 to 7 Months	<input type="checkbox"/> Reaches for, holds, and bangs objects <input type="checkbox"/> Scratches out arms to be picked up <input type="checkbox"/> Turns toward sounds <input type="checkbox"/> Holds cookie or cracker — begins chewing <input type="checkbox"/> Rolls over
7 to 9 Months	<input type="checkbox"/> Sets steadily for about 5 minutes <input type="checkbox"/> Transfers objects from one hand to the other <input type="checkbox"/> Creeps (pulling body with arms and leg kicks) <input type="checkbox"/> Responds to name <input type="checkbox"/> Stand for short time holding on to support <input type="checkbox"/> Likes to play peek-a-boo
9 to 12 Months	<input type="checkbox"/> Copies sounds <input type="checkbox"/> Waves "Hi" and "Bye" <input type="checkbox"/> Pulls self up at side of crib or playpen <input type="checkbox"/> Walks holding on to furniture <input type="checkbox"/> Sits from a cup <input type="checkbox"/> Crawls on hands and knees <input type="checkbox"/> Hits two objects together; throws and drops objects
12 to 15 Months	<input type="checkbox"/> Says several words besides "Ma-ma" or "Da-da" <input type="checkbox"/> Walks without support by 15 months <input type="checkbox"/> Finger feeds self <input type="checkbox"/> Explores toys
15 to 18 Months	<input type="checkbox"/> Uses 10-15 words spontaneously <input type="checkbox"/> Scribbles on paper after shown how <input type="checkbox"/> Begins using a spoon <input type="checkbox"/> Drinks from cup held in both hands <input type="checkbox"/> Cooperates with dressing <input type="checkbox"/> Walks across a large room
18 to 24 Months	<input type="checkbox"/> Can build a tower with 3 blocks <input type="checkbox"/> Likes to climb and take things apart <input type="checkbox"/> Uses single words frequently <input type="checkbox"/> Begins two-word phrases
2 to 3 Years	<input type="checkbox"/> Walks up/down stairs using alternate feet while holding on <input type="checkbox"/> Says at least 100 words <input type="checkbox"/> Uses three-word phrases <input type="checkbox"/> Points to objects in a book <input type="checkbox"/> Jumps lifting both feet off ground
3 to 4 Years	<input type="checkbox"/> Opens a door by turning the knob <input type="checkbox"/> Follows two commands of on, under or behind (e.g., "stand on the rug") <input type="checkbox"/> Names pictures in a book <input type="checkbox"/> Understands complex sentences <input type="checkbox"/> Understands action words
4 to 5 Years	<input type="checkbox"/> Uses 4-5 word sentences <input type="checkbox"/> Stands on one foot <input type="checkbox"/> Throws a ball overhand <input type="checkbox"/> Points while counting 3 different objects <input type="checkbox"/> Can copy the letter X



Provided by The Arc of Aurora | THINK+change, 1342 South Chambers Road, Aurora, CO 80017 - 720.213.1420

Disability Service Provider Interview TOOL - Available at no cost. (2021)

When people with disabilities and their families explore potential care providers, asking the right questions may feel overwhelming or confusing. Consider using this ***Disability Service Provider Interview TOOL*** and asking the provided questions when meeting with prospective providers/businesses to help determine if they would be a good fit for you or the needs of your loved one.



DISABILITY SERVICE PROVIDER INTERVIEW TOOL

This interview tool offers questions to ask potential care providers that may work directly with you and/or your loved one. Consider using this TOOL and asking the below questions when meeting with the prospective provider/business to help determine if they would be a good fit for you or the needs of your loved one.

Name, phone and/or email of the provider/business you are considering:

I would like to ask	Potential questions	Notes about the answers including your likes/dislikes. This will help you remember when you are making a decision.
GET TO KNOW THE ORGANIZATION – PROCESSES, PROCEDURES, EXPECTATIONS		
<input type="checkbox"/> What is the mission of the organization? <input type="checkbox"/> What makes your organization different from the others? <input type="checkbox"/> How many people does your organization currently serve? <input type="checkbox"/> What is the staffing like and is there a lot of turn over? <input type="checkbox"/> What training is mandatory for staff? Does it change based on the service being provided? <input type="checkbox"/> What documentation do you complete each time care is provided? <input type="checkbox"/> Is there a family caregiver option with your agency? <input type="checkbox"/> How often will someone from the organization complete checks or visits, and how is this completed? <input type="checkbox"/> What is your process if I need help, am struggling with care, or have an issues with staff or processes? <input type="checkbox"/> Will you help me find new provider if someone who we are working with leaves your organization? <input type="checkbox"/> Is there a cost and how is care billed? i.e. through an HCBS waiver, insurance, private pay, etc. <input type="checkbox"/> Who would my direct contact be at the organization if we got started? <input type="checkbox"/> Does your organization have any timelines I need to consider in regards to starting services? <input type="checkbox"/> If I decide to move forward with your organization, what are the next steps?		
Final thoughts		

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EVERY CUSTOMER MATTERS Best practices and people with disabilities

When victims with disabilities request accommodations, it is important to reasonably support those requests. The Americans with Disabilities Act means that including people with disabilities is not only a good business practice, but it is the law!

Americans with Disabilities Act (ADA): Defined disabilities	Interacting with ADA in the workplace	Interacting with someone who uses a service animal
1. ADA DEFINED DISABILITY The ADA defines disability as a medical condition (called an impairment) that substantially limits a person in doing basic activities (called major life activities).	2. ADA IMPAIRMENTS An impairment must substantially limit a major life activity. Examples of major life activities include, but are not limited to, walking, seeing, hearing, caring for oneself, and thinking.	3. HIDDEN DISABILITIES You may be surprised to provide accommodations to a person who cannot tell you that they have a disability.
4. ACCOMMODATE UPON REQUEST While the ADA does not require you to cover all impairments that are covered, it almost always against the law to question a person about his/her disability.	5. EQUAL ACCESS The ADA requires public accommodations and commercial facilities to offer equal access and reasonable modifications in communications, including removing barriers for people who do not have full use of their personal spaces.	6. FINES AND PENALTIES Not supporting people with disabilities' rights and opportunities to work can result in fines and/or lawsuits.
1. PEOPLE WITH DISABILITIES Millions of Americans have a disability. You will encounter customers/guests with disabilities. Some of these guests will ask for ADA accommodations.	2. EQUAL OPPORTUNITY The ADA prohibits discrimination against individuals with disabilities in all areas of public life, including at work, in schools, in transportation, and in all public and private places that are open to the general public.	3. SERVICE ANIMALS ARE NOT PETS Service animals are trained to perform tasks for people with disabilities, such as guiding people who are blind, picking up a dropped item, or alerting a deaf person.
4. ACCOMMODATE UPON REQUEST While the ADA does not require you to cover all impairments that are covered, it almost always against the law to question a person about his/her disability.	5. EQUAL ACCESS The ADA requires public accommodations and commercial facilities to offer equal access and reasonable modifications in communications, including removing barriers for people who do not have full use of their personal spaces.	6. FINES AND PENALTIES Not supporting people with disabilities' rights and opportunities to work can result in fines and/or lawsuits.
1. ASK BEFORE YOU ACT People in wheelchairs have different disabilities and varying abilities. If you believe someone with a disability needs assistance, ask before you act.	2. ASK BEFORE YOU TOUCH People with disabilities may have a part of their personal space or an extension of their bodies; ask before touching.	3. LANGUAGE MATTERS Say "person who uses a wheelchair" rather than "confined to a wheelchair" or "wheelchair bound". The wheelchair is what allows the person to get around and participate in society.
4. SPEAK DIRECT Always speak directly to the person in a wheelchair, not to his/her companion or aide. If you have trouble understanding, then ask the person in the wheelchair to repeat or ask for ways to improve communication.	5. DON'T INTERRUPT Don't cut off the person who is speaking. If you are interrupting, ask for permission to do so.	6. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.
3. DESIGN AROUND OBSTACLES If physical support is needed, offer your arm and let the individual hold it. Walk naturally. Describe the setting, noting obstacles, such as stairs ("up" or "down"). If you give a warning, be specific.	7. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.	7. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.
4. ASK BEFORE TOUCHING GUIDE DOG OR CANE A cane is part of the personal space of the individual who is blind. Don't touch or move it. If it's in the way or needs to be stored, let the person know – including where you've put it, even if it is for a brief period of time. If the person has a guide dog, respect that the dog is working.	8. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.	8. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.
5. SPEAK CLEARLY People in wheelchairs have different disabilities and varying abilities. If you believe someone with a disability needs assistance, ask before you act.	9. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.	9. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.
6. SPEAK IN A NORMAL TONE Many people who have hearing loss watch people's lips as they speak to assist them in understanding. Avoid chewing gum, smoking, or obscuring your mouth while speaking.	10. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.	10. OFFER SUPPORT AND WAIT FOR DIRECTION Many people who are blind do not need support. Ask what support is needed.

Every Customer Matters Poster - Available for a shipping and handling fee. (2019)

Hang the 20"x29" ***Every Customer Matters*** poster in your lobby, break room, or other location in your building to display your company's awareness and best practices for working and interacting with people with disabilities. The poster offers basic information about ADA (Americans with Disabilities Act) defined disabilities, ADA in the workplace, and interacting with a customer who is blind, Deaf or hard of hearing, has a Service Animal, and uses a wheelchair.

Poster content reinforces information from the accompanying online ***Every Customer Matters*** training.

This material has been prepared for informational purposes only and is not intended to provide, and should not be relied on for, medical or legal advice. Every Customer Matters - All rights reserved 2019 - www.thinkchange.training - For more information on the ADA, go to www.ada.gov.

Every Victim Matters Poster - Available for a shipping and handling fee. (2019)

Hang the 20"x29" **Every Victim Matters** poster in your lobby, break room, or other location in your building to display your company's awareness and best practices for supporting victims with disabilities. The poster offers basic information about the ADA (Americans with Disabilities Act), and interacting with victims who are, blind or visually impaired, Deaf or hard of hearing, have a Service Animal, use a wheelchair, and have Developmental Disabilities. The accompanying [online training](#) is free of charge.

EVERY VICTIM MATTERS

Best practices in supporting victims with disabilities

When victims with disabilities request accommodations, it is important to reasonably support those requests. The Americans with Disabilities Act means that including people with disabilities is not only a good business practice, but it is the law!



Ensuring equal opportunity and access for victims with disabilities

1. VICTIMS WITH DISABILITIES
The Americans with Disabilities Act (ADA) protects people with disabilities, including conditions or disorders that substantially limit one or more major life activities. People with disabilities are 5 times more likely to be a victim of violent crime than the general public. They will need ADA-supported accommodations to access victim services.

2. EQUAL OPPORTUNITY AND ACCESS
The ADA prohibits discrimination against people with disabilities in all areas of public life, equal to the general public, including victim services and shelters. Facilitators must offer equal access and reasonable accommodations to all individuals, and rescuers of existing barriers.

3. BE CALM, UTMOST AND CONCERN
Communication challenges are common among victims with disabilities. Manage an even tone of speech. Avoid using jargon. Recognize echolalic (repeating what was heard) or echo speech.

4. EXPECT TO TAKE MORE TIME
Victims with disabilities may take longer to respond and understand. They may process language more slowly, write very slowly, or have difficulty reading. They may need more time to process information. They may need more time to respond.

5. ACCOMMODATIONS UPON REQUEST
While the ADA does not specifically require all law enforcement agencies to provide reasonable accommodations, victims with disabilities should always request the same accommodations as other victims.

6. EFFECTIVE COMMUNICATION
Victim service providers must provide effective means of communicating with clients who are deaf or hard of hearing. Law enforcement agencies must provide an interpreter. Complex and interactive communications may require a qualified sign language interpreter or other accommodations.

7. SPEAK DIRECTLY
Make sure to get the victim's attention, such as by a tap on the shoulder or steady flicking the lights. Maintain eye contact, even if the victim is using a sign language interpreter. Talk directly to the person ("What would you like?") rather than to the interpreter ("Ask for what she/he likes").

8. DESCRIBE SETTING AND DISTANCES
If mobility support is needed, after your initial greeting, describe the setting naturally. Describe the setting, noting obstacles, such as stairs ("Up" or "Down"). If you give a warning, be specific.

9. ASK BEFORE TOUCHING GUIDE DOG OR SERVICE ANIMAL
If the person has a guide dog, request that the dog is working. A cane is part of the personal space of the individual who is blind. Don't touch or move it without asking.

10. LANGUAGE MATTERS
Ask if the person uses "service animal" rather than "assisted by a wheelchair" or "wheelchair bound". The wheelchair is what a person uses to get around and nothing more.

11. SPEAK DIRECTLY
Speak directly to the victim or a wheelchair, not to his/her companion or aide. If you have trouble understanding, ask the person in the wheelchair to repeat or for ways to improve communication.



Interacting with a victim who has a developmental disability (DD)

1. DEVELOPMENTAL DISABILITIES
DDs are a group of conditions due to physical, learning, language, or behavioral impairments. DDs are not diseases, disabilities, and cerebral palsy are some types of developmental disabilities.

2. BE CALM, UTMOST AND CONCERN
Communication challenges are common among victims with disabilities. Manage an even tone of speech. Avoid using jargon. Recognize echolalic (repeating what was heard) or echo speech.

3. EXPECT TO TAKE MORE TIME
Victims with disabilities may take longer to respond and understand. They may process language more slowly, write very slowly, or have difficulty reading. They may need more time to process information. They may need more time to respond.

4. ACCOMMODATIONS UPON REQUEST
While the ADA does not specifically require all law enforcement agencies to provide reasonable accommodations, victims with disabilities should always request the same accommodations as other victims.

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Victim service providers must provide effective means of communicating with clients who are deaf or hard of hearing. Law enforcement agencies must provide an interpreter. Complex and interactive communications may require a qualified sign language interpreter or other accommodations.

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If the person has a guide dog, request that the dog is working. A cane is part of the personal space of the individual who is blind. Don't touch or move it without asking.

9. LANGUAGE MATTERS
Ask if the person uses "service animal" rather than "assisted by a wheelchair" or "wheelchair bound". The wheelchair is what a person uses to get around and nothing more.

10. SPEAK DIRECTLY
Speak directly to the victim or a wheelchair, not to his/her companion or aide. If you have trouble understanding, ask the person in the wheelchair to repeat or for ways to improve communication.



Interacting with a victim who uses a service animal

1. SERVICE ANIMALS ARE NOT PETS
Service animals are trained to do tasks for people with disabilities, such as guiding a person with a visual impairment through items, or alerting a person who is deaf.

2. SERVICE ANIMALS ARE AN ACCOMMODATION
Victim service providers must allow victims with disabilities to bring their service animals into all areas where victims are normally allowed to go.

3. IS THIS A SERVICE ANIMAL?
Victim service providers may ask: If this is a service animal, does it have a vest or has it been trained to do, but cannot require special ID cards for the animal or ask about the victim's disability.

4. DON'T ASSUME THE VICTIM IS THE OWNER
The victim may be the owner of the animal or the animal may be owned by someone else. Do not assume the animal belongs to the victim.

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TALKS TRAININGS TOOLS

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COLORADO HOME AND COMMUNITY BASED SERVICES (HCBS) WAIVERS	WHAT IS THE PRIMARY PURPOSE OF THIS WAIVER?	WHAT AGES ARE SERVED?	WHO IS SERVED?	WAITING LIST (JULY 2020)
PERSONS with BRAIN INJURY WAIVER (HCBS-BI) – APPLY AT SEP	To provide a home or community based alternative to hospital or specialized nursing facility care for persons with brain injury	Age 16 and older	Persons with brain injury as defined in the Colorado Code of Regulations with specific diagnostic codes.	No
COMMUNITY MENTAL HEALTH SUPPORTS WAIVER (HCBS-CMHS) – APPLY AT SEP	To provide a home or community based alternative to nursing facility care for persons with major mental illness	Age 18 and older	Persons with a diagnosis of major mental illness as defined in the Colorado Code of Regulations with specific DSMIV diagnostic codes.	No
PERSONS with SPINAL CORD INJURY WAIVER (HCBS-SCI) – APPLY AT SEP	To provide a home or community based alternative to nursing care for persons with a spinal cord injury	Age 18 and older	Persons with a spinal cord injury as defined in the Colorado Code of Regulation with specific diagnostic codes.	No
PERSONS who are ELDERLY, BLIND, AND DISABLED WAIVER (HCBS-EBD) – APPLY AT SEP	To provide a home or community based alternative to nursing facility care for elderly, blind, and disabled persons	Age 18 and older	Elderly persons with a functional impairment (aged 65+) or blind or physically disabled persons (aged 18-64). Many people with DD may be eligible.	No
SUPPORTED LIVING SERVICES WAIVER (HCBS-SLS) – APPLY AT CCB	To provide persons with developmental disabilities supported living services in the person's home or community	Age 18 and older	Persons, who can either live independently with limited supports or who, if they need extensive supports, are already receiving that high level of support from other sources, such as family. Offers less than 24 hours a day support.	No
PERSONS with DEVELOPMENTAL DISABILITIES WAIVER (HCBS-DD) – APPLY AT CCB	To provide to persons with developmental disabilities services and supports which allow them to continue to live in the community	Age 18 and older	Persons who are in need of services and supports 24 hours a day that will allow them to live safely and participate in the community.	Yes

Home and Community-Based Services

Waiver List for Adults Available at no cost.
(2021)

A Home and Community-Based Services (HCBS) waiver is an extra set of Health First Colorado (Colorado's Medicaid Program) benefits. A waiver can provide people with disabilities HCBS such as day program, respite, personal care, transportation, and supported employment to name a few.

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Home and Community-Based Services Waiver List for Children

Available at no cost. (2021)

There are four (4) HCBS waivers for children in Colorado that can provide additional supports for enhanced quality of life. But, each waiver can offer different services and supports, and also have different eligibility requirements.

COLORADO HOME AND COMMUNITY BASED SERVICES (HCBS) WAIVERS FOR CHILDREN

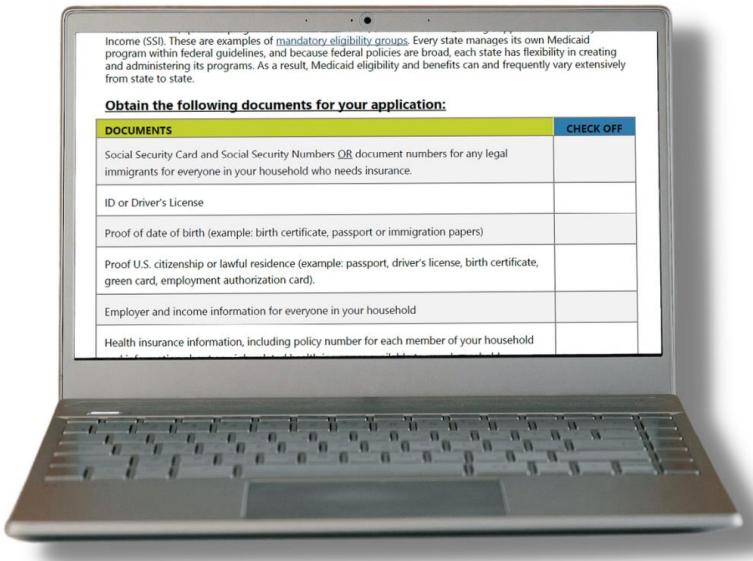
COLORADO HOME AND COMMUNITY BASED SERVICES (HCBS) WAIVERS	WHAT IS THE PRIMARY PURPOSE OF THIS WAIVER?	WHAT AGES ARE SERVED?	WHO IS SERVED?	WAITING LIST (AS OF MARCH 2021)
<u>CHILDREN'S HCBS WAIVER (HCBS) – APPLY AT COUNTY DEPARTMENT OF HUMAN SERVICES, SINGLE ENTRY POINT (SEP), COMMUNITY CENTERED BOARDS (CCB), and PRIVATE CASE MANAGEMENT AGENCIES.</u>	To provide home and community benefits for disabled children who would otherwise be ineligible for Health First Colorado (MEDICAID) due to excess parental income and/or resources.	Birth through age 17	Disabled children in the home at risk of nursing facility or hospital placement.	No
<u>CHILDREN'S EXTENSIVE SUPPORT WAIVER (HCBS-CES) APPLY AT A COMMUNITY CENTER BOARD (CCB)</u>	To provide home or community supports for children with developmental disabilities or delays due to the severity of their disability.	Birth through age 17	Children with intensive behavioral or medical needs who are at risk of institutionalization. Children, birth through age 4, must have a developmental delay. Children, 5 through 17, must have a developmental disability.	No
<u>CHILDREN'S HABILITATION RESIDENTIAL PROGRAM WAIVER (HCBS-CHRP) - APPLY AT A COMMUNITY CENTER BOARD (CCB)</u>	To provide home or community supports for children and youth who have an intellectual or developmental disability and are at risk for institutionalization due to their extraordinary needs.	Birth through age 20	Children and youth, ages 0-20 years, who an intellectual or developmental disability and intensive behavioral or medical support needs that put them at risk of out-of-home placement.	No
<u>CHILDREN with LIFE-LIMITING ILLNESS WAIVER (HCBS-CLLI) - APPLY AT A SINGLE ENTRY POINT (SEP)</u>	To provide Health First Colorado benefits in the home for children with a life-limiting illness. To allow the family to seek curative treatment while the child is receiving palliative or hospice care.	Birth through age 18	Children with a life-limiting illness who can be safely cared for in the home and who are at risk of institutionalization in a hospital.	No



Living with Disability TALKS Discussion guide Available at no cost. (2021)

Spur conversation,

recognize inclusion, and understand what it means to live with a disability. Regardless if you are a first-time trainer or never trained before – the ***Living with Disability Train-the-Trainer guide*** and accompanying videos promote a better understanding of living with a disability through step-by-step instructions that assure you are confident in conducting the training and leading a discussion. This guide is perfect for case management agencies; home care or program-approved service agencies (PASA); direct support professionals; goods and services; community businesses; churches and other religious gathering sites; law enforcement; emergency services; and victim service providers. This no-cost guide helps improve understanding of the need for more inclusion and acceptance of people with disabilities and their families in all areas of community life.



[Medicaid Application Document Checklist](#) - Available at no cost. (2022)

Are you interested in applying for Medicaid for yourself or a loved one, but unsure what documents and materials you will need to start the application process? This convenient checklist can help you get started! While this list is not exhaustive of everything you will need, as every state has different eligibility and application requirements, this is a great resource to get prepared!

[Their Lived Experience, a Train-the-Trainer Guide about Blended Identities and Disability Bias](#) - Available at no cost. (2022)

Use [this guide](#) to promote an open dialogue about race, disability, and bias. Included in this guide are video links of people with disabilities that THINK+change met with and step-by-step instructions for the trainer, manager, or supervisor to follow. Even if you are the greenest facilitator, this guide makes it stress-free to start the conversation with this easy-to-follow resource! Together we can spur conversation, recognize inclusion, and understand how to be a better ally in supporting people with disabilities who have blended identities.

Their Lived Experience, a Train-The-Trainer Guide about Blended Identities and Disability Bias



THINK+change collaborated with people with disabilities who have lived experience and harmonized self-identities to film their perspectives concerning race, disability, and bias. The purpose of using this guide is to encourage you and your team to consider how disability and racial bias – affects their work with people with disabilities.

Victimization and People with Disabilities: It's Real TALKS Train-The-Trainer Discussion Guide

Available at no cost. (2021)

A training guide, with videos, for organizations to learn about victims with developmental and other disabilities who have experienced crimes of sexual assault, trafficking, financial exploitation, and Medicaid fraud; and solutions from professionals to help support survivors and to reduce victimization of people with disabilities.



Victimization and People with Disabilities: It's Real TALKS Train-The-Trainer Discussion Guide



A training guide, with videos, for organizations to learn about victims with developmental and other disabilities who have experienced crimes of sexual assault, trafficking, financial exploitation, and Medicaid fraud; and solutions from professionals to help support survivors and to reduce victimization of people with disabilities.

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A social enterprise of The Arc of Aurora

THINK+change is The Arc of Aurora's training and education program that strives to change knowledge, attitude, and behavior to ultimately improve the quality of life for people with intellectual and developmental disabilities (I/DD), their families, and the professionals in their lives.

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