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ROBERT M. GE

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A resource to help people plan and make decisions about end-of-life care, and to ensure support of wishes.

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The Supervisor Training Curriculum

Evidence-Based Ways to Promote Work Quality and Engagement Among Support Staff

David M. Bessell, Richard Wynn, Mary C. Wazelle, Laura M. Hoffman, Emily Shea Yarns, Jiang Wu

Intellectual Disability

Definition, Classification, and Assessment

State of the Developmental C 2011

David Bessell, Richard Wynn, Mary C. Wazelle, Laura M. Hoffman, Emily Shea Yarns, Jiang Wu
Department of Psychiatry and
Institute for Cognitive Disabilities
University of Colorado
Health Sciences Center, Denver, Colorado Medical Campus

Designing Positive Behavior Support Plans

SECOND EDITION
Linda M. Glidden, J. Timothy R. Flannery



American Association
on Intellectual and
Developmental Disabilities

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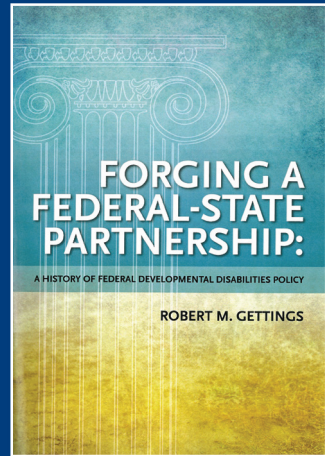
FORGING A FEDERAL-STATE PARTNERSHIP: A HISTORY OF FEDERAL DEVELOPMENTAL DISABILITIES POLICY

Robert M. Gettings

This book focuses exclusively on the evolving role of the federal government in developmental disabilities services. It explores unique aspects of the historic evolution of the federal government's role in intellectual disabilities.

It is the first comprehensive attempt to trace the recent history of the federal government's involvement in long-term services policy and especially the evolution of the Medicaid program's role in financing services to individuals with developmental disabilities.

Author Robert Gettings brings a unique perspective to the topic, having served as executive director of the National Association of State Directors of Developmental Disabilities Services during most of the time period covered by the book. In this capacity, the author played a crucial role in both shaping federal laws and the states' responses to those laws.



No. 275 — \$49.95

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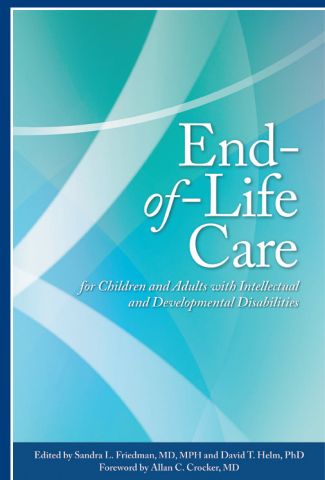
7 x 10, 369 PAGES

ISBN: 978-1-935304-07-04

END-OF-LIFE CARE FOR CHILDREN AND ADULTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Sandra L. Friedman and David T. Helm, Eds.

AAIDD presents a comprehensive and authoritative reference that addresses the medical, social, legal, and ethical issues in end-of-life care faced by people with intellectual disabilities. *End-of-Life Care* contains 20 chapters from a diverse group of practicing physicians, medical ethicists, attorneys, sociologists, and gerontologists. A must-have resource for physicians, providers, social workers, and caregivers.



Edited by Sandra L. Friedman, MD, MPH and David T. Helm, PhD
Foreword by Allan C. Crocker, MD

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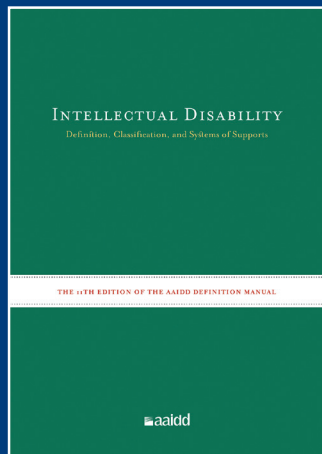
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"The book should be in the library of any professional and care provider."

Ludwik S. Szymanski, MD

Director of Psychiatry, Emer., Institute for Community Inclusion, Children's Hospital, Boston, and Associate Professor of Psychiatry, Harvard Medical School



No. 280 – \$90.00
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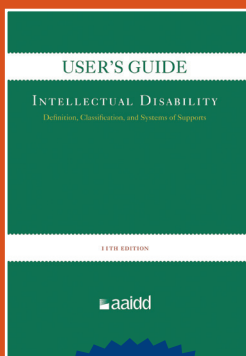
INTELLECTUAL DISABILITY: DEFINITION, CLASSIFICATION, AND SYSTEMS OF SUPPORTS (ELEVENTH EDITION)

**Robert L. Schalock, Sharon A. Borthwick-Duffy,
 Valerie J. Bradley, Wil H.E. Buntinx, David L. Coulter,
 Ellis M. (Pat) Craig, Sharon C. Gomez, Yves Lachapelle,
 Ruth Luckasson, Alya Reeve, Karrie A. Shogren,
 Martha E. Snell, Scott Spret, Marc J. Tassé,
 James R. Thompson, Miguel A. Verdugo-Alonso,
 Michael L. Wehmeyer, and Mark H. Yeager**

A PROGRESSIVE VISION OF INTELLECTUAL DISABILITY

The AAIDD definition manual contains the world's most current and authoritative information on intellectual disability, including best practice guidelines on diagnosing and classifying intellectual disability and developing a system of supports for people living with intellectual disability. The AAIDD definition recognizes that limitations co-exist with strengths in an individual and that IQ alone does not provide the information necessary to identify what supports will improve a person's functioning.

FORTHCOMING TITLE



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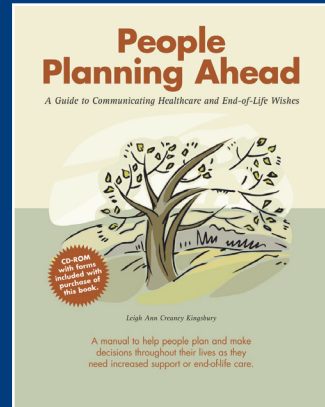
INTELLECTUAL DISABILITY: DEFINITION, CLASSIFICATION, AND SYSTEMS OF SUPPORTS

This practical new Guide on the 2010 AAIDD *Intellectual Disability: Definition, Classification, and Systems of Supports* manual informs clinicians, educators, policy makers, and program managers how to implement the various components of the AAIDD definition system in their specific job settings. The authors discuss the contemporary relevance of the supports-based AAIDD definition in the context of issues ranging from special education practices and IDEA mandates, to diagnosing individuals with higher IQ and conducting retroactive diagnoses. Policy makers and program managers will benefit from discussions on how the supports paradigm can improve quality outcomes, and how the current system incorporates the consensus in the field to utilize a supports-based approach.

PEOPLE PLANNING AHEAD: COMMUNICATING HEALTHCARE AND END-OF-LIFE WISHES

Leigh Ann Creaney Kingsbury

People Planning Ahead provides a comprehensive and structured way to ensure that loved ones receive care respecting their wishes and conforming to their personal, cultural, and religious beliefs during times of chronic and terminal illness or severe disability. Successful application of information gathered through *People Planning Ahead* ensures that individuals proceed through end-of-life stages with minimum adversity and maximum dignity.



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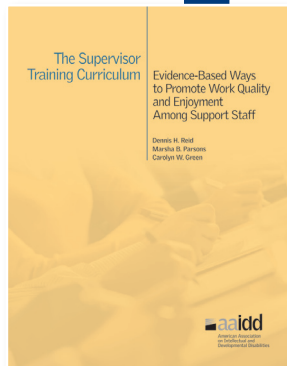
8.5 x 11, 61 PAGES

ISBN: 978-0-940898-98-1

THE SUPERVISOR TRAINING CURRICULUM: EVIDENCE-BASED WAYS TO PROMOTE WORK QUALITY AND STAFF ENJOYMENT

Dennis H. Reid, Marsha B. Parsons,
and Carolyn W. Greene

The Supervisor Training Curriculum trains current and prospective supervisors in evidence-based strategies of supervising and motivating staff working with people with intellectual disabilities. Based on 30 years of applied research in organizational management, the Curriculum offers practical skills that supervisors can use in a variety of settings serving people with a range of intellectual and developmental disabilities. The Curriculum follows a competency, and performance-based format and includes 11 training modules on key topics in supervision, such as assigning work duties, assessing work performance, and fostering work quality. It also includes trainer instructions and forms for completing “On-the-Job Competency Checks” for each of the skills from the modules. This trainee Curriculum comes a printed Curriculum and a take-way Trainee Guide that summarizes key points in the Curriculum.



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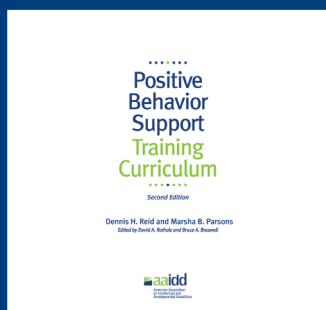
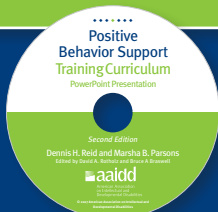
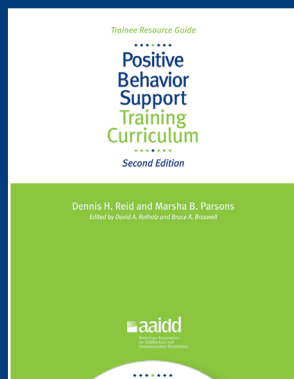
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POSITIVE BEHAVIOR SUPPORT TRAINING CURRICULUM (SECOND EDITION)

Dennis H. Reid and Marsha B. Parsons.
Edited by David A. Rotholz and Bruce A. Braswell

The PBSTC is the only *competency-based* training Curriculum that teaches supervisors and direct support staff how to implement the progressive principles of positive behavior support while providing services to people with developmental disabilities. Written in simple, plain language by award-winning authors, PBSTC requires trainees to demonstrate mastery of skills taught at the end of the training program.

NEW TO THE SECOND EDITION!

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"The PBSTC Curriculum provides a wonderful base of understanding for staff with no previous training or experience and enhances the skills of well-seasoned staff. The Curriculum is very well designed and is both teacher and student friendly. It is a succinct program that allows ample student interaction and participation."

Donna Boyd

Tri-Developmental Center of Aiken County, South Carolina

TRAINER'S CURRICULUM: Each Trainer's Curriculum includes a handsome 3-ring binder, a trainee Resource Guide for note taking, and a CD-ROM training slides. A Trainer's Curriculum contains 25 modules, out of which 9 modules are for supervisors only. Each module contains step-by-step instructions plus activity sheets, skills check forms, and a mastery skills checklist. Additional Resource Guides can be purchased separately. Buy as many Resource Guides as the number of anticipated trainees.

RESOURCE GUIDE: 156-page summary of important information for trainees. Notetaking aid.

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James R. Thompson, Brian Bryant, Edward M. Campbell, Ellis M. Craig, Carolyn Hughes, David A. Rotholz, Robert L. Schalock, Wayne Silverman, Marc Tassé, and Michael L. Wehmeyer

Since its publication in 2004, the *Supports Intensity Scale* (SIS) has revolutionized developmental disability services worldwide. The SIS is a progressive, state-of-the-art assessment tool that measures the supports a person with an intellectual disability requires in 57 life activities and behavioral and medical areas, and ranks them according to frequency and type of support. Professionals can take the assessment results and develop individualized plans based on the goals and aspirations of the person. SIS consists of an 8-page interview form and comes with a Users' Manual that explains the administration of the instrument.

SISONLINE®

SISOnline is a web-based system that enables you to score all the 85 items on the SIS form electronically through a standard web browser, and provides a report in Adobe PDF or HTML format with information on raw scores, standard scores, confidence interval, and a percentile ranking in addition to a graphic plot of the areas assessed by the Scale. SISOnline can be fully integrated into existing legacy systems of states, counties, or large organizations. The system is also available to small practices and individual users.

SIS Venture is only available with SISOnline. It is a portable (off-line) version of SISOnline for data entry of the SIS assessment and can be used virtually anywhere. This application does not require internet connection. Once an assessment data is entered, it can be uploaded to SISOnline where it is stored securely.

"The SIS is becoming a very important face in the service delivery system of Louisiana—from conducting assessments to determining resource allocation for people with intellectual disabilities."

Scott Meche
Project Director, SIS/Louisiana Plus

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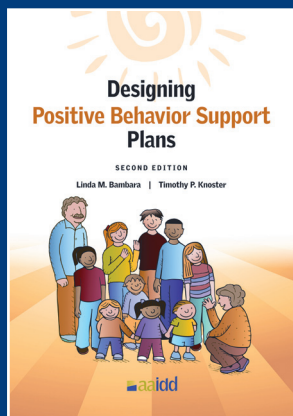
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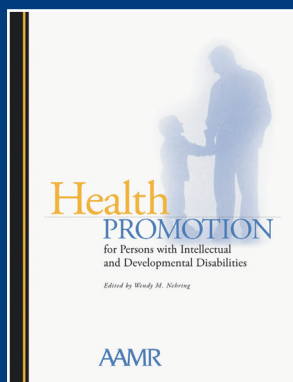
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DESIGNING POSITIVE BEHAVIOR SUPPORT PLANS (SECOND EDITION)

Linda M. Bambara and Timothy P. Knoster

This step-by-step, concise, and easy-to-read reference allows school teams to understand, design, and evaluate positive behavior support (PBS) plans for students with developmental disabilities. Empirical strategies in the book are known to reduce the occurrence of problem behaviors and enhance the quality of life of a child with a developmental disability.

NEW TO SECOND EDITION!

The second edition has twice the subject matter of first edition reflecting updates to PBS over past decade, with new sections on School Wide Positive Behavior Support, the importance of collaboration and teaming, a list of tools for conducting functional assessments, how to implement support plans successfully, and an updated bibliography and research-based references on PBS.

HEALTH PROMOTION FOR PERSONS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: THE STATE OF SCIENTIFIC EVIDENCE

Wendy M. Nehring, Ed.

This key report summarizes current research on major topics affecting the health and well being of persons with intellectual disabilities. The book provides a solid basis for developing interventions and solutions to eliminate health disparities among persons with intellectual disabilities.

CONTENTS

- Hypertension
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- Mental health
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NATIONAL GOALS FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

K. Charlie Lakin and Ann P. Turnbull, Eds.

National Goals is America's first effort to assess the status of the nation with regards to its fulfillment of goals for persons with intellectual disabilities. Based on a federally sponsored conference in Washington, DC, this groundbreaking book describes current knowledge in critical areas that touch lives of persons with intellectual disabilities. The state of the knowledge contained in the book in areas such as education, positive behavior support, health supports, biomedical research, technology, and aging makes it an indispensable resource to anyone delivering quality care and services to citizens with intellectual disabilities.

NATIONAL GOALS & RESEARCH

FOR PEOPLE WITH
INTELLECTUAL & DEVELOPMENTAL
DISABILITIES

Edited by
ANN TURNBULL & K. CHARLIE LAKIN

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AAIDD is the definitive membership organization and the authoritative source of information for those in the intellectual disability profession.

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**The State of the States in
Developmental Disabilities
2011**



David Braddock, Richard Hemp, Mary C. Rizzolo,
Laura Haffer, Emily Shea Tanis, Jiang Wu

Department of Psychiatry and
Coleman Institute for Cognitive Disabilities
University of Colorado
Boulder, Colorado Springs, Denver, Anschutz Medical Campus

No. 245 – \$29.95

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Robert L. Schalock and Ruth Luckasson

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STATE OF THE STATES IN DEVELOPMENTAL DISABILITIES (EIGHTH EDITION)

**David L. Braddock, Richard E. Hemp, Mary C. Rizzolo,
Laura Haffer, Emily Shea Tanis, and Jiang Wu**

The eighth edition of the classic *State of the States in Developmental Disabilities* study contains all the data on public spending, revenues, and programmatic trends in intellectual and developmental services in each U.S. state from 2001–2009 in one single volume.

“I have always found copies of the State of the States report to be the most used (even dog-eared) documents in the offices of service providers, state leaders, and advocacy organizations.”

Ellen B. Gillespie

Executive Director, Alabama Disabilities Advocacy Program

CLINICAL JUDGMENT

Robert L. Schalock and Ruth Luckasson

Often asked to make critical life decisions under restricted opportunities for assessment, interviews, and observations, clinicians now have a powerful, best practices guide with concrete guidelines on how to integrate clinical judgment into their decision-making process. Written by veteran practitioners in intellectual disabilities, this is the first guide ever to systematically explore the role of clinical judgment in working with persons with intellectual disabilities. Includes 6 case studies that illustrate clinical judgment at work.

“Schalock and Luckasson have once again provided leadership to the field, and helped to carve out a new and contemporary vision for the practicing professional. I highly recommend Clinical Judgment to practicing professionals in the field.”

Steven M. Eidelman

Professor of Public Administration, University of Delaware
(Former Director of The Arc of the United States)

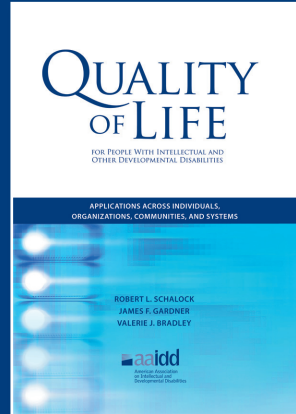
QUALITY OF LIFE: APPLICATIONS FOR PEOPLE WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES

Robert L. Schalock, James F. Gardner,
and Valerie J. Bradley

Everyone wants a life of quality and quality of life initiatives are essential to the efforts of professionals in the intellectual disability field. Simply put, this new book from well-established quality of life experts helps you determine what quality of life issues are important in a person's life. It also tells you how to develop services and supports that enhance personal outcomes reflecting the person's hopes and dreams.

In this book, Schalock, Gardner, and Bradley present a data-driven model of quality of life (QOL) based on best practices. The QOL model is applicable across individuals, organizations, and communities. The book brings you a solid discussion on what quality of life means today in the field of intellectual disability; summarizes literature on quality of life and how it has affected management strategies and leadership; provides examples of how the concept of quality of life can be applied with individuals as well as systems; and shows how quality of life can be used to enhance personal outcomes.

Service providers, policy makers, people with disabilities, funding agencies, training professionals, and students among other groups will benefit from reading *Quality of Life*.



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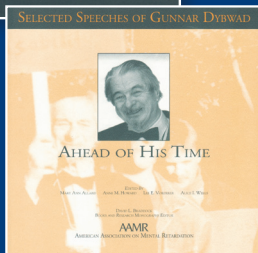
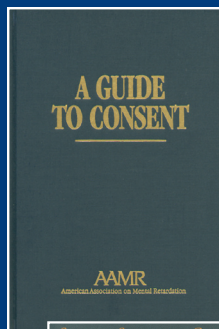
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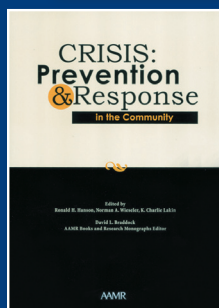
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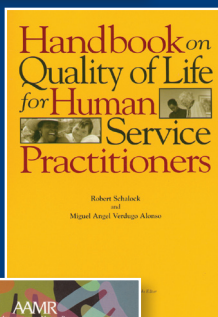
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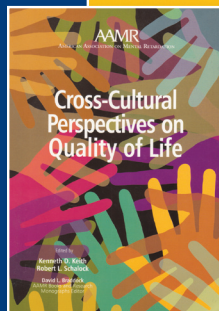
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Robert L. Schalock and Miguel Angel Verdugo Alonso

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Kenneth A. Kavale and Steven R. Forness

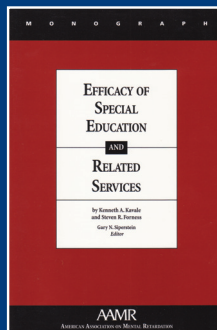
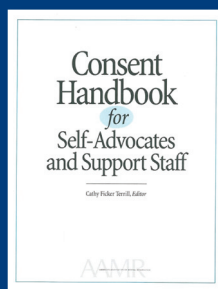
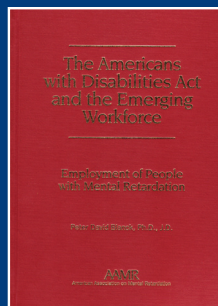
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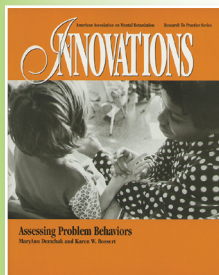
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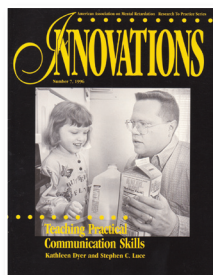
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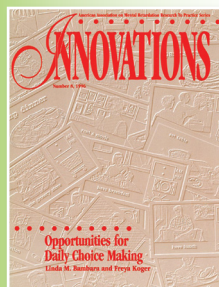
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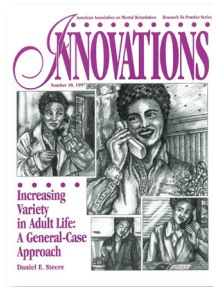
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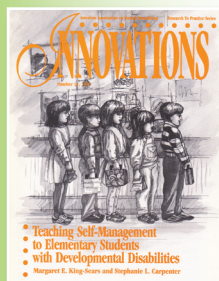
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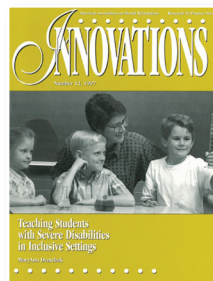
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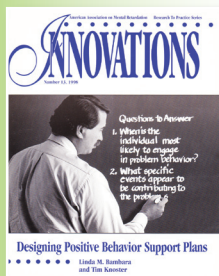
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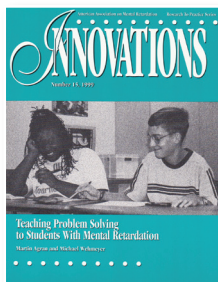
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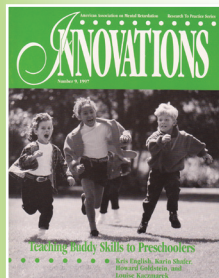
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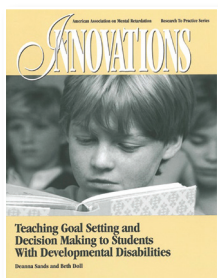
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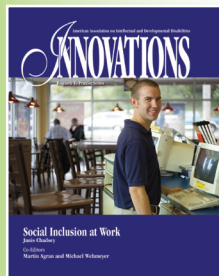
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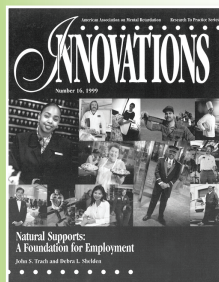
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