Intellectual/Developmental Disabilities

The Human Services: Intellectual and Developmental Disabilities programs are non-teacher licensure programs that prepares professionals to support children, youth, and adults with disabilities in a variety of settings including educational, therapeutic, residential, community, and vocational. Through a partnership with the North Dakota Department of Human Services, the Community Staff Training Program allows students employed at ND Human Services agencies to use the credit by exam process to earn credits toward their degree; such credits will count toward the required 60 credits from a four-year institution.

Bachelor of Science in Human Services with a Major in Intellectual/Developmental Disabilities (non-teaching)

MSU's Bachelor of Science in Human Services with a major in I/DD can be a career ladder choice for graduates of our Associate of Science in Human Services with a major in I/DD degree. Students may also enroll in this four-year program with neither an Associate degree nor previous experience in the I/DD service industry. Like the Associate of Science degree, the Bachelor's degree is offered online and students may take advantage of many paid, hands-on experiences in the I/DD service industry while studying.

This Bachelor of Science degree prepares an individual for the responsibilities of a Qualified Intellectual Disabilities Professional (QIDP). Student learning goals for the degree are aligned to the National Alliance for Direct Support Professionals (NADSP) skill areas:

Student Learning Goals	Student Learning Outcomes
1. The Qualified Intellectual Disabilities Professional candidate enhances the ability of participants to lead a self-determined life by providing the support and information necessary to build self-esteem and assertiveness; and to make decisions.	Assists and supports participants to develop strategies, make informed choices, follow through on responsibilities, and take risks.
	Promotes participant partnership in the design of support services, consulting the person, and involving them in the support process.
	Demonstrates an understanding of the importance of equality and rights for individuals with intellectual and/or physical disabilities, advocacy, and promotion of self-determination.
	Demonstrates an understanding of guardianship process and less restrictive alternatives including supported decision-making.
2. The Qualified Intellectual Disabilities Professional candidate uses a range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant, team members, Direct Support Professionals, and agency leaders.	Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
	Identifies and selects assistive technology solutions including augmentative and alternative communication systems for adults with intellectual disabilities.
	Demonstrates effective communication techniques and strategies with all team members including the participant, their family members, DSPs, and other agency and community leaders as required in the position of QIDP.
3. The Qualified Intellectual Disabilities Professional candidate coordinates formal and informal assessment practices in order to identify and respond to the needs, desires, and interests of the participants.	Coordinates the assessment process to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.
	Effectively communicates summaries of assessments for multiple audiences (participant, family, and other team members) and multiple formats (verbal and written).
	Proposes person-centered goals and intervention strategies to achieve them based on assessment results and in collaboration with the participant and the interdisciplinary team.
4. The Qualified Intellectual Disabilities Professional candidate facilitates formal and informal community supports and assists the participant to identify and access such supports.	Coordinates community and informal supports to meet the assessed needs of participants.
	Researches, develops, and maintains information on community and other resources relevant to the needs of participants.
	Ensures participant access to needed and available community resources coordinating supports across agencies.
	Facilitates agency outreach to potential participants.

5. The Qualified Intellectual Disabilities Professional candidate implements a range of participatory planning techniques in a collaborative and expeditious manner.	Maintains collaborative professional relationships with the participant and all support team members (including family/friends).
	Uses effective problem-solving strategies to resolve conflicts.
	Encourages and assists the individual as needed in managing personal finances and communicating with social workers and financial workers.
	Establishes effective relationships with DSPs and supervisors that enhances their ability to provide support including collaborative planning, training, and mentoring.
6. The Qualified Intellectual Disabilities Professional candidate matches specific supports and interventions to the unique needs of individual participants.	Develops individualized goals, objectives, and methods for achieving them in collaboration with the participant and their team.
	Develops and implements instructional programs that incorporate effective systematic instruction strategies for learners with ID.
	Embeds instruction across environments on targeted skills and behaviors into functional daily routines and activities.
	Trains staff to deliver supports; provides on-site mentoring; responds to questions and challenges encountered during implementation in a timely and effective manner.
	Uses learner performance data to evaluate the effects of instruction and make data-driven decisions for improving learner performance.
7. The Qualified Intellectual Disabilities Professional candidate identifies areas for self-improvement, pursues necessary educational/training resources, and shares knowledge with others.	Completes required training education/certification and continues professional development; keeps abreast of relevant research.
	Follows the guiding principles and ethical standards of practice.
	Demonstrates an understanding of accreditation standards and processes, state and federal regulations, and agency-specific procedures for implementation of accreditation standards and governmental rules.
	Recognizes their own personal limitations and seeks appropriate support to meet the needs of participants.
8. The Qualified Intellectual Disabilities Professional candidate identifies and uses effective advocacy strategies to overcome human rights, legal, administrative, and financial challenges.	Identifies advocacy issues with the participant by gathering information, reviewing, and analyzing all aspects of the issue.
	Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.
	Facilitates, assists, and/or represents the participant when there are barriers to their service needs and lobbies decision#makers when appropriate to overcome barriers to services.
	Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.
9. The Qualified Intellectual Disabilities Professional candidate identifies employment, education, and retirement goals of participants and mobilizes the resources and support necessary to assist the participant to reach goals.	Facilitates the Discovery process and integrates assessment information in the development of a profile for a job seeker.
	Assists the participant in identifying job/training opportunities and marketing their capabilities and services.
	Facilitates the creation of customized worksite supports, environmental adaptations, and employment retention supports.
	Supports participants in benefits planning and making informed choices.
10. The Qualified Intellectual Disabilities Professional candidate promotes crisis prevention, intervention, and resolution techniques, and matches techniques to circumstances and individuals.	Assists with the development, implementation, monitoring, and revision of behavior support plans.
	Supports participants in developing individualized transition plan for retirement and later life.
	Collaborates effectively with behavioral support resources such as committees and behavior analysts.

	Effectively trains and mentors DSPs in the implementation of behavior support plans and prevention of behavioral crisis.
	Collaborates with the team to adjust supports and the environment to match participant support needs and prevent behavioral crisis.
	Complies with regulations for reporting behavioral crisis.
11. The Qualified Intellectual Disabilities Professional candidate demonstrates understanding of the agency mission and participates in the life of the organization.	Contributes to program evaluations; helps to set organizational priorities to ensure quality.
	Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.
	Provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.
	Provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.
12. The Qualified Intellectual Disabilities Professional candidate manages documentation requirements efficiently.	Completes documentation and record keeping required of QIDP including record retention and confidentiality requirements.
	Demonstrates effective time management, prioritization, and meets deadlines in performance of QIDP roles and responsibilities.
13. The Qualified Intellectual Disabilities Professional candidate supports participants in the development of friendships and other relationships to allow a fully included life in the community.	Facilitates the development of friendships and other community connections through participant skill development, fostering natural supports, and networking strategies.
	Demonstrates strategies for increasing social capital and assists participants to become valued neighbors, coworkers, and community members.
	Facilitates participant involvement in their community based on personal preferences and interests.
	Supports the social-sexual development of participants through individualized assessments and support strategies.
14. The Qualified Intellectual Disabilities Professional candidate provides support to people using a person-centered approach.	Effectively facilitates Person Centered Planning as an ongoing dynamic process involving assessment, planning, implementation, and monitoring.
	Promotes person-centered practices throughout the agency and among team members.
	Assists individuals to be active participants in all phases of person-centered plan development, implementation, and monitoring.
15. The Qualified Intellectual Disabilities Professional candidate promotes the health and wellness of all participants.	Documents participant risk and develops remediation plans using the state and agency assessment processes.
	Assists participants in taking an active role in their health care decisions and the adoption of healthy lifestyle choices.
	Develops collaborative relationships with health professionals to support optimal health and wellness outcomes for individuals supported.
	Assists with identifying and securing needed equipment and therapies to enhance independence and increase/maintain optimal health.
	Supports participants in scheduling, keeping, and following through on all health appointments.
	Ensures the participant receives necessary support to manage dietary restrictions and related diet plans.
	Demonstrates understanding of risk factors and treatment options for major health issues through the development and monitoring of individualized health supports including medication management.

General Education

General Education Courses		38
Required Core		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 111	Health Care in IDD I	3
SPED 112	Health Care in Developmental Disabilities II	3

SPED 120	Intro to Positive Behavior Supports	3
SPED 140	Human Development	3
SPED 220	Promoting Inclusive Opportunities	3
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	2
SPED 225	Assisting People with Traumatic Brain Injury	2
SPED 250	Developing Communicative Interactions	2
SPED 255	Aging and IDD	2
SPED 296	Field Experience in IDD	4
SPED 311	Introduction to Autism Spectrum Disorder	3
SPED 341	Assessment in Developmental Disabilities	4
SPED 440	Instructional Interventions for People with DD	3
SPED 446	Interdisciplinary Teaming and Community Collaboration in Human Services	3
SPED 454	Models and Strategies in Employment for People with Developmental Disabilities	4
SPED 491	Senior Seminar in IDD	4
SPED 497	Advanced Field Experience in IDD	8
SWK 225	Self-Care for the Helping Professions	2
Electives		**21**
Total Hours		**120**

NOTE: Most courses in the BS in Human Services with a major in I/DD are only offered once every two years. Students' schedules will vary. See advisor for assistance.

The Associate of Science degree prepares individuals to support people with intellectual and developmental disabilities as a Direct Support Professional (DSP).

Student Learning Goals	Student Learning Outcomes
1. The Direct Support Professional candidate enhances the ability of participants to lead a self-determined life by providing the support and information necessary to build self-esteem and assertiveness; and to make decisions.	Assists and supports participants to develop strategies, make informed choices, follow through on responsibilities, and take risks.
	Promotes participant partnership in the design of support services, consulting the person and involving them in the support process.
	Provides opportunities for the participant to be a self#advocate by increasing awareness of self#advocacy methods and techniques, encouraging and assisting the participant to speak on their own behalf, and providing information on peer support and self#advocacy groups.
	Provides information about human, legal, civil rights and other resources, facilitates access to such information and assists the participant to use information for self#advocacy and decision making about living, work, and social relationships.
2. The Direct Support Professional is knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.	Uses effective, sensitive communication skills to build rapport and channels of communication by recognizing and adapting to the range of participant communication styles.
	Has knowledge of and uses modes of communication that are appropriate to the communication needs of participants.
	Learns and uses terminology appropriately, explaining as necessary to ensure participant understanding.
3. The Direct Support Professional is knowledgeable about formal and informal assessment practices in order to respond to the needs, desires, and interests of the participants.	Initiates or assists the assessment process by gathering information (e.g., participant's self#assessment and history, prior records, test results, additional evaluation) and informing the participant about what to expect throughout the assessment process.
	Assists with assessments to determine the needs, preferences, and capabilities of the participants using appropriate assessment tools and strategies, reviewing the process for inconsistencies, and making corrections as necessary.
	Discusses assessment findings and recommendations with the participant in a clear and understandable manner, following up on results and reevaluating the findings as necessary.

4. The Direct Support Professional knows the formal and informal supports available in the community and assists the participant to identify and access such supports.	Helps to identify the needs of the participant for community supports, working with the participant's informal support system, and assisting with, or initiating identified community connections.
	Researches, develops, and maintains information on community and other resources relevant to the needs of participants.
	Ensures participant access to needed and available community resources coordinating supports across agencies.
	Participates in outreach to potential participants.
5. The Direct Support Professional is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.	Maintains collaborative professional relationships with the participant and all support team members (including family/friends), follows ethical standards of practice (e.g., confidentiality, informed consent, etc.), and recognizes their own personal limitations.
	Assists and/or facilitates the development of an individualized plan based on participant preferences, needs, and interests.
	Assists and/or facilitates the implementation of an individualized plan to achieve specific outcomes derived from participants' preferences, needs, and interests.
	Assists and/or facilitates the review of the achievement of individual participant outcomes.
6. The Direct Support Professional matches specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family, and community relationships.	Assists the participant to meet their physical (e.g., health, grooming, toileting, eating) and personal management needs (e.g., human development, human sexuality), by teaching skills, providing supports, and building on individual strengths and capabilities.
	Assists the participant with household management (e.g., meal prep, laundry, cleaning, decorating) and with transportation needs to maximize their skills, abilities, and independence.
	Assists with identifying, securing and using needed equipment (e.g., adaptive equipment) and therapies (e.g., physical, occupational, and communication).
	Supports the participant in the development of friendships and other relationships.
7. The Direct Support Professional identifies areas for self-improvement, pursues necessary educational/training resources, and shares knowledge with others.	Completes required training education/certification, continues professional development, and keeps abreast of relevant resources and information.
	Educates participants, co#workers, and community members about issues by providing information and support and facilitating training.
8. The Direct Support Professional is knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and identifies and uses effective advocacy strategies to overcome such challenges.	Identify advocacy issues with the participant by gathering information, reviewing, and analyzing all aspects of the issue.
	Has current knowledge of laws, services, and community resources to assist and educate participants to secure needed supports.
	Facilitates, assists, and/or represents the participant when there are barriers to their service needs and lobbies decision#makers when appropriate to overcome barriers to services.
	Interacts with and educates community members and organizations (e.g., employer, landlord, civic organization) when relevant to participant's needs or services.
9. The Direct Support Professional is knowledgeable about the career and education related concerns of the participant and mobilizes the resources and support necessary to assist the participant to reach their goals.	Explores with the participant their vocational interests and aptitudes, assists in preparing for job or school entry, and reviews opportunities for continued career growth.
	Assists the participant in identifying job/training opportunities and marketing his/her capabilities and services.
	Collaborates with employers and school personnel to support the participant, adapting the environment, and providing job retention supports.
10. The Direct Support Professional is knowledgeable about crisis prevention, intervention, and resolution techniques and matches such techniques to particular circumstances and individuals.	Identifies the crisis, defuses the situation, evaluates, and determines an intervention strategy and contacts necessary supports.

	Continues to monitor crisis situations, discussing the incident with authorized staff and participant(s), adjusting supports and the environment, and complying with regulations for reporting.
11. The Direct Support Professional is familiar with the mission and practices of the support organization and participates in the life of the organization.	Contributes to program evaluations; helps to set organizational priorities to ensure quality.
	Incorporates sensitivity to cultural, religious, racial, disability, and gender issues into daily practices and interactions.
	Provides and accepts co-worker support, participating in supportive supervision, performance evaluation, and contributing to the screening of potential employees.
	Provides input into budget priorities, identifying ways to provide services in a more cost-effective manner.
12. The Direct Support Professional is aware of the requirements for documentation in their organization and manages these requirements efficiently.	Maintains standards of confidentiality and ethical practice.
	Maintains accurate records, collecting, compiling and evaluating data, and submitting records to appropriate sources in a timely fashion.
	Learns and remains current with appropriate documentation systems, setting priorities and developing a system to manage documentation.
13. The Direct Support Professional supports participants in the development of friendships and other relationships.	Assists the individual as needed in planning for community activities and events (e.g., making reservation, staff needs, money, materials, accessibility).
	Assists the individual as needed in arranging transportation for community events.
	Documents community activities and events.
	Encourages and assists the individual as needed in facilitating friendships and peer interactions.
	Encourages and assists the individual as needed in communication with parents/family (e.g., phone calls, visits, letters).
	Implements individual supports regarding community activities.
	Provides incentive or motivation for consumer involvement in community outings.
	Assists the individual as needed in getting to know and interacting with their neighbors on a day-to-day basis.
	Encourages and assists the individual as needed in dating.
	Encourages and assists the individual as needed in communicating with social workers and financial workers.
14. The Direct Support Professional provides person-centered supports.	Provides support to people using a person-centered approach.
	Modifies support programs and interventions to ensure they are person centered.
	Challenges co#workers and supervisors to use person centered practices.
	Is knowledgeable about person centered planning techniques.
	Assists individuals in developing person-centered plans.
15. The Direct Support Professional promotes the health and wellness of all consumers.	Administers medications accurately and in accordance with agency policy and procedures.
	Observes and implements appropriate actions to promote healthy living and to prevent illness and accidents.
	Uses appropriate first aid/safety procedures when responding to emergencies.
	Assists individuals in scheduling, keeping, and following through on all health appointments.
	Assists individuals in completing personal care (e.g., hygiene and grooming) activities.
	Assists with identifying, securing, and using needed adaptive equipment (i.e., adaptive equipment) and therapies (e.g., physical, occupational, speech, respiratory, psychological).
	Assists individuals in implementing health and medical treatments.
	Assists individuals to take an active role in their health care decisions.

Associate of Science Degree in Human Services with a Major in Intellectual/Developmental Disabilities

General Education

General Education Courses		38
Required Core		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 111	Health Care in IDD I	3
SPED 112	Health Care in Developmental Disabilities II	3
SPED 120	Intro to Positive Behavior Supports	3
SPED 140	Human Development	3
SPED 220	Promoting Inclusive Opportunities	3
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	2
SPED 225	Assisting People with Traumatic Brain Injury	2
SPED 250	Developing Communicative Interactions	2
SPED 255	Aging and IDD	2
SPED 296	Field Experience in IDD	4
Total Hours		**68**

NOTE: Most courses in AS in Human Services with a major in I/DD are only offered once every two years. Students' schedules will vary. See advisor for assistance.

A minor in Human Services: Intellectual/Developmental Disabilities (IDD) offers students in related majors such as Psychology, Social Work, and other support professions additional focus on the issues related to supporting individuals with IDD in community settings.

HUMAN SERVICES: IDD Minor

Students must complete 6 credits:		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 120	Intro to Positive Behavior Supports	3
12 credits from the following classes:		**12**
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 140	Human Development	
SPED 220	Promoting Inclusive Opportunities	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	
SPED 225	Assisting People with Traumatic Brain Injury	
SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	
SPED 311	Introduction to Autism Spectrum Disorder	
SPED 440	Instructional Interventions for People with DD	
Total Hours		**18**

Intellectual/Developmental Disabilities Concentration

Required		
SPED 101	Introduction to Intellectual and Developmental Disability Services	3
SPED 120	Intro to Positive Behavior Supports	3
Select two or three of the following:		6
SPED 220	Promoting Inclusive Opportunities	
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	
SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	

SPED 296	Field Experience in IDD	
Total Hours		**12**

Certificate of Completion in Intellectual/Developmental Disabilities

The certificate of completion can be transcripted as stand alone recognition of completing a package of coursework in the field of IDD prior to entering a degree program in this field. Students may also choose to add this certificate of completion onto another field of study.

SPED 101	Introduction to Intellectual and Developmental Disability Services	3
Select three or four of the following:		12
SPED 111	Health Care in IDD I	
SPED 112	Health Care in Developmental Disabilities II	
SPED 120	Intro to Positive Behavior Supports	
SPED 140	Human Development	
SPED 220	Promoting Inclusive Opportunities	
SPED 223	Dual Diagnoses: ID and Mental Health Disorders	
SPED 225	Assisting People with Traumatic Brain Injury	
SPED 250	Developing Communicative Interactions	
SPED 255	Aging and IDD	
SPED 296	Field Experience in IDD	
Total Hours		**15**