



**Department
of Health**

An Introduction to Working with People with Intellectual and/or Developmental Disabilities Across Health Care Settings

Commissioner's Medical Grand Rounds

James V. McDonald, MD, MPH

Commissioner, New York State Department of Health

Webinar will Begin at 12:00pm EST

*Please use **Chat** for any technical issues

Friday, December 15, 2023

12:00 pm – 2:00 pm Eastern



Department
of Health



Producer

Christian Herasimtschuk, MPH
Program Coordinator



CENTER FOR
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Objectives

By the end of the webcast, viewers will be able to:

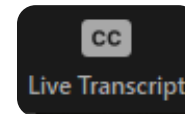
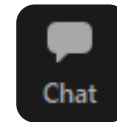
- Recognize disparities in healthcare outcomes for people with developmental disabilities
- Identify barriers to care for people with developmental disabilities
- Describe strategies for appropriately working with people with developmental disabilities

Learning Outcome

As a result of participation in this activity, the learners will increase and enhance knowledge and competence on culturally competent strategies for addressing disparate health care outcomes for persons with intellectual and/or developmental disabilities.

Zoom Webinar Participation

- Use the chat box for questions
- To turn on/off the live transcription, use the options on the bottom bar
- This webinar is being recorded





Opening Remarks

Erin M. Bell, PhD, MS
Interim Dean at the University of
Albany School of Public Health



Opening Remarks

James V. McDonald M.D., M.P.H.
New York State Commissioner of Health

Grand Rounds Panelists

Vincent Siasoco, MD, MBA

Assistant Professor, Department of Family Medicine and Pediatrics, Albert Einstein College of Medicine, Director of Primary Care, Rose F. Kennedy Children's Evaluation and Rehabilitation Center, Montefiore Medical Center,
Medical Director, ADAPT Community Network.

Stephen Sulkes, MD

Professor of Developmental and Behavioral Pediatrics, University of Rochester Medical Center School of Medicine & Dentistry
Co-Director of the Strong Center for Developmental Disabilities.

Izel Steinmann Obermeyer, OTR/L, ATP, BCTS, FAOTA

Chief Clinical Officer at the Westchester Institute for Human Development (WIHD).

Claire Polin

Self-advocate and a member of the Hear Our Voices organization.



**Office for People With
Developmental Disabilities**

Opening Remarks

Kerri Neifeld, MSW

**New York State Commissioner of the Office
for People with Developmental Disabilities**



Office for People With
Developmental Disabilities

An Introduction to Working with People with Intellectual and/or Developmental Disabilities Across Health Care Settings

Dr. Vincent Siasoco | Dr. Stephen Sulkes

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Models of Disability

Moral Model

- Disability is viewed as being caused by the person's or family's character, deeds, or thoughts.

Medical Model

- Disability is viewed as a medical problem or illness that needs to be solved or cured by professionals.

Social Model

- Disability is viewed from the perspective of it being one aspect of the person's identity similar to race, ethnicity, gender, etc.
- Barriers are seen from the societal or environmental perspective.

Definitions

Intellectual Disability

Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and function in daily life.

Examples:

- Down Syndrome
- Fragile X Syndrome
- Fetal Alcohol Syndrome

Developmental Disability

Developmental disabilities are a group of conditions due to an impairment in physical, learning, language, or behavior areas.

Examples:

- Cerebral palsy
- Autism
- Spina bifida
- Intellectual Disability

Barriers to Health and Healthcare

- Communication
- Architectural
- Appointments
- Attitudinal
- Transportation
- Education and Training
- Diagnostic Overshadowing

Health Provider Roles

- Screening
- Diagnosis
- Ongoing Care
- Coordination
- Advocacy

Logistic/Environmental Considerations

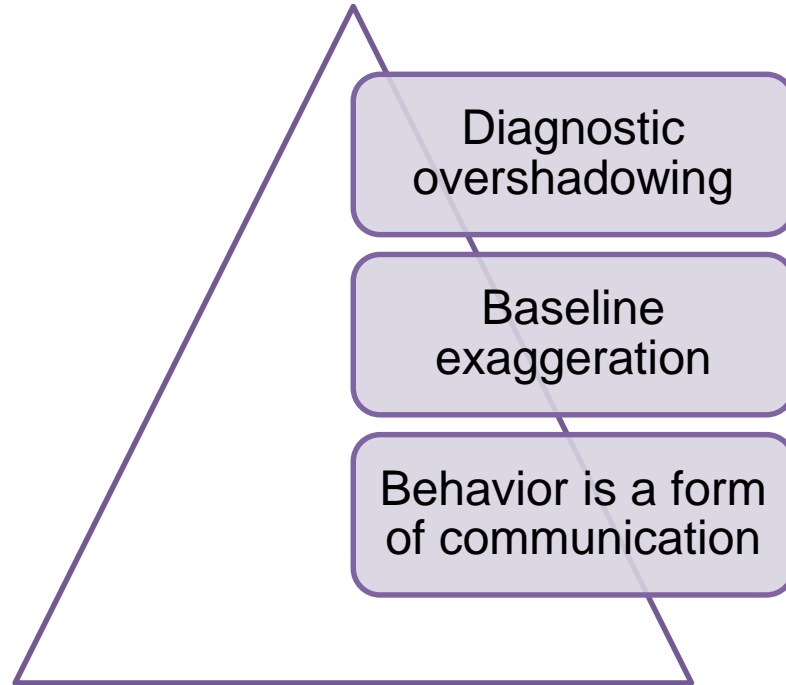


- Space:
For wheelchairs and other supportive equipment to move (e.g., front desk to waiting area)
- Sensory considerations:
Low lighting, smaller/quiet waiting area, allow to wait in car (when available)
- Additional time:
Appointments at the beginning/end of day, allow patient to pace appointment (may mean additional appointment(s) to complete a procedure)

Communication Considerations

- Always speak to the person first. Do not assume that the person can't understand you, even if they are non-verbal.
 - Establishing rapport first with the person is the priority.
 - Creating a rapport with the caregiver (e.g., family/staff) is also important when a person has difficulties with communication.
 - Some people may use adaptive or assistive technology, or an interpreter. Continue to speak to the person.
- Tell, show, do!
 - Visuals may assist with understanding (e.g., pictures, models, use of self)
- Simplify language, however, make sure that tone and language are still age appropriate.
 - Use clear, concise medical terms. Avoid medical jargon or acronyms

Assessment/Treatment Considerations



MD's Basics-*Sulkes, Pediatric Annals*

A Starter Problem List for the Health Care of People with Developmental Disabilities

MDs DD BASICSs

Motor

Diet

Seizures

Dermatology

Dentistry

Behavior

Advocacy

Sensory

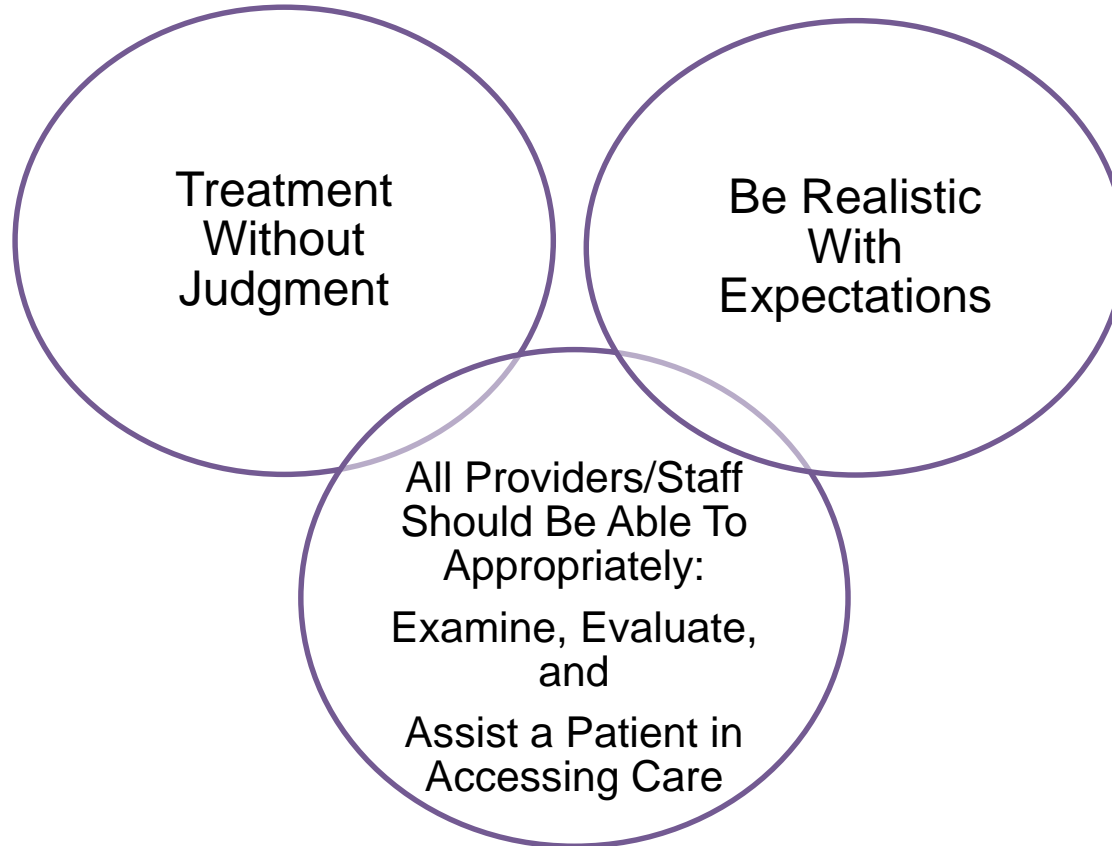
Infections

Constipation

Sexuality

Syndrome-Specific

Final Thoughts





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**Dr. McDonald Facilitated Discussion
with
Dr. Siasoco and Dr. Sulkes**

1. Why did you choose to specialize in the IDD field?

2. What is included in training for working with people with IDD that is not included in standard medical training?

3. What do you think is the biggest barrier to accessing care for people with IDD?

4. What is the most rewarding element of working with people with IDD?

5. What is the greatest challenge with working with people with IDD and how can this be overcome?

6. What tools do you use to make the experience of a person with IDD better when they receive care?

7. What are the barriers that you encounter to providing care to people with IDD i.e. physical plant, specialized knowledge, time involved?

8. What have you seen as the repercussions of people with IDD not being able to access adequate or competent care?



Westchester Institute
for Human Development

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CPOLIN@WIHD.ORG
COORDINATOR OF SELF-ADVOCACY & COMMUNITY
ENGAGEMENT.

HEAR OUR
VOICES!

A red microphone icon with a purple squiggle below it, representing a voice or sound.

Introduction



**Doctors have always been
a part of my life.**



What helps?



What hurts?



Closing Thoughts

- 01.** Try your hardest to communicate with me.
- 02.** Assume I understand more than you think I do.
- 03.** Consider my privacy needs.
- 04.** I am anxious because of past experiences, not because of my Cerebral Palsy.



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THANK YOU

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COORDINATOR OF SELF-ADVOCACY & COMMUNITY ENGAGEMENT.

**HEAR OUR
VOICES!**





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Dr. Izel Obermeyer Facilitated Discussion with Claire Polin



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Q&A

Please ask questions in the “chat” box on the bottom of your screen, or email us your question at ***grandrounds@health.ny.gov***



Closing Remarks

**James V. McDonald M.D., M.P.H.
New York State Commissioner of
Health**

Continuing Education Credits

- To receive continuing education credits, please fill out the evaluation and post-test:
- CME, CNE, CHES and CPH credits are available

Thank you!

