



High Point Village Volunteer Packet



High Point Village is a faith-based, non-profit, charity – 501-(c)(3) enrichment center for adults with intellectual and developmental disabilities.

OVERVIEW:

Our Mission

To create a village where individuals with intellectual and developmental disabilities can live, learn, work, worship and achieve their full potential.

Dress Code:

Appropriately dressed staff and volunteers add to the overall credibility of High Point Village and display a sense of professionalism within the program. The following guidelines describe grooming and attire appropriate for being at High Point Village:

- Dresses or skirts must be longer than fingertips.
- Tank tops, tube tops, halter type blouses or mesh shirts are not permitted
- Shirts should overlap the waistband of skirts, shorts, or pants.
- Items with provocative, offensive, violent, or drug-related pictures or slogans will not be permitted.
- Items advertising alcoholic beverages or tobacco products will not be permitted.
- No sagging pants or shorts
- Excessively ripped, patched or stained clothing
- No Sleeveless shirts
- Shorts must be knee length or longer.

Due to the nature of our work, please do not share your personal cell phone number with Villagers!



Our mission is to create a village where individuals with intellectual disabilities can live, learn, work, worship and achieve their full potential.

We provide activities that promote, develop and enrich the lives of our villagers.

Examples of People First Language

- People with disabilities
- She/He receives special education services
- Individuals with autism or autism spectrum disorder
- Individuals with Down Syndrome
- Individuals with an intellectual disability
- Individuals with a learning disability

10 Volunteer Tips

1. Be on time!
2. Know your responsibilities for the day. Ask what you need to do or how you can help!
3. Be friendly; Talk to the Villagers! Be aware of communication differences some may have difficulty expressing themselves.
4. Put away all mobile devices during volunteering.
5. Please give a 24 HOUR NOTICE if you will not be able to volunteer when you are scheduled.
6. ASK FOR HELP if you aren't sure about something! Staff is always ready to help.
7. Check in with the assigned teacher and get to know them!
8. Help with setting and cleaning up!
9. Recognize and respect the disabilities of the Villagers you interact with!
10. Have FUN!

REMEMBER!

- One of our goals is fostering independence. Encourage the individual to TRY! Reward success. Perfection is not our goal. Give them time to process the information and figure out a way to do something.
- Keep language simple and talk slower than usual to allow for slower processing time. Talk in a normal tone of voice; not too loud or too soft.
- Structure is important and organization is a must for our Villagers.

DEVELOPMENTAL DELAYS

Definition

Any physical or mental condition in which an infant or person develops more slowly in the areas of language development, thought processing, personal, social and/or movement skills. The delay may be mild or severe and may be in one area or several. Specific examples in each area include delays in movement skills, (interacting with other people), and/or caring for self (brushing teeth, dressing, etc.)

Common Characteristics

It is usual for the person to have challenges in feeding and eating, toilet training, language development, behavior, hearing, vision, muscle strength or coordination and socialization.

Suggested Helps

1. Ignore temper tantrums (anticipate and avoid situations which may cause frustration)
2. Praise good behavior ("Good job, Susie, I am proud of how well you waited for your turn.")
3. Teach skills through playing with toys and games (practice sharing, learning to use the toys appropriately, taking turns, learning social skills by playing tea party, house or non-contact sports, etc.)
4. Provide opportunities to use all 5 senses and to use more than one sense at a time (such as toys that make sounds, are brightly colored and have interesting textures)
5. Provide play that involves the higher functioning senses of the individual person (read with the person who enjoys reading, etc.)

SENSORY INTEGRATION DISORDER

Definition

Sensory integration describes the brain's ability to process information received from the senses (touch, smell, taste, vision, hearing and movement). In the condition known as Sensory Integration Disorder, the brain and the senses cannot connect in the normal manner. It may be compared to a traffic jam in the brain, where some of the sensory information gets stuck in traffic, and the brain does not get the information it needs to respond correctly.

Common Characteristics

Sensory Integration Disorder involves very complicated parts of the brain that control coordination, attention, emotions, memory and higher level functions. Any or all of these areas may be affected, making it difficult to form a list of symptoms. The more common problems include: distractibility, hyperactivity, uninhibited behavior, sensitivity to light or sound, playing repetitively, clumsy behavior, asking about sounds that most people ignore (refrigerator hum, fan, distant airplane, etc.), difficulty with sleeping patterns, inability to calm or control themselves when agitated, mood swings, an abnormal response to sound or touch, and movement difficulty (not wanting to climb up steps or stand on uneven ground).

Suggested Helps

1. Remember the person can be awkward – try to keep them from falling (no rugs or toys lying on the ground)
2. Don't touch the person if they dislike being touched & learn the method of touch that is comfortable
3. Remember that the person might not respond to his/her name or to simple requests (be patient)
4. Help the person to regain control if he/she starts to lose control of their behavior (suggest a time away from the action, talk to him calmly, remove him from the situation)
5. Try to keep the environment free of excess noise and odors; turn down the lights if they are too bright
6. Expect mood swings and irritability (again, be patient)

DOWN SYNDROME

Definition

A genetic disease also called Trisomy 21 that is caused by having one extra chromosome (group of genes).

Common Characteristics

- Low muscle tone (muscles are relaxed and 'floppy')
- Eyes may slant upwards and have small skin folds on the inner corners
- May have problems with vision
- Tongue may protrude from the mouth
- Flattened nose
- Only 1 creased-line on the palm
- Soft, fine, sparse hair
- Medical problems with the heart and bowels are common
- Some degree of developmental delay may be present, with a very friendly and social nature

Suggested Helps

1. Focus on the person's strengths and not weaknesses
2. Find tasks and activities in which the person will be able to succeed thereby reducing frustration
3. Help others to accept the person with Down syndrome
4. Help the person's development of physical abilities by engaging him or her in games that practice running, skipping, jumping or arts and crafts with painting, drawing, and cutting (with blunt scissors)
5. Encourage play opportunities with other individuals.

AUTISM

Definition

A specific type of developmental disorder that causes various languages, social and behavioral problems for affected infants and persons. It is often described as a tendency of the person to withdraw into oneself, ignoring much of what goes on in the environment.

Common Characteristics

- Moderate to severe speech problems (unusual speech volume, rate or pitch, speaking in monotone, repetitions)
- Engages in little if any imaginative play (pretending, etc.)
- may have problems making friends or interacting with others
- Makes unusual repeated movements (spinning, head banging, rocking, etc.)
- becomes attached to a specific object
- May have some degree of developmental delay, from mild to severe; others have

Suggested Helps

1. If physical contact upsets the person, avoid touching him
2. Allow person to have favorite object and help him keep it with him
3. Encourage good behavior by providing a reward such as a favorite treat, special attention or a desired privilege
4. Don't force person to play with others but encourage awareness of and interaction with others as he is able
5. Don't expect the person to participate when imagination is required
6. Social interactions are difficult; don't take it personally if there is a lack of "connection" or warmth

CEREBRAL PALSY

Definition

A group of various disorders that all cause problems for individuals in the areas of posture and movement, especially with abnormal muscle tone (either too relaxed and floppy or too tight and tense) and poor coordination.

Common Characteristics

- Poor posture and movement (trouble with walking, running, sitting up)
- Trouble with eating, speaking, and control of saliva
- Vision and hearing problems
- There may be some challenges with cognitive and intellectual abilities
- Problems with daily activities and self-care (bathing, dressing, toileting, Hygiene, etc.)

Suggested Helps

1. Assist the person with movement and keep him safe from falling or injury (no rugs or toys or other objects left on the ground, use caution with steps or uneven ground, etc.)
2. Help the person with eating as needed
3. Find out the person's self-care limitations (example, using bathroom) and help him with these activities as needed
4. Encourage the person to participate in activities he is capable of doing
5. Help the person to 'fit in' and to be accepted by other individuals
6. Speak clearly and allow him to see your face if he has hearing problems
7. Use soft cloth to wipe drool if needed

By signing below I acknowledge that I've read and understand the High Point Village Volunteer Handbook.

Signature

Date

ABUSE POLICY

FOR THE PROTECTION OF CHILDREN, YOUTH, AND ADULTS

WITH DEVELOPMENTAL DISABILITIES

INTRODUCTION

It shall be the policy and covenant of High Point Village to have zero tolerance for abuse and to do everything in our power to prevent physical, emotional, or sexual abuse against children, youth, and adults with developmental disabilities who patron High Point Village or activities sponsored by High Point Village. We are covenant to be aware of our legal responsibilities, to comply with those responsibilities, to go beyond those responsibilities when necessary, and to act justly in the best interest of those who have been abused or those who are most vulnerable to abuse.

High Point Village will implement orientations and training seminars for persons in management and employment who have direct or indirect contact with children, youth, and adults with developmental disabilities. High Point Village will screen persons in management and employment who have direct or indirect contact with children, youth and adults with developmental disabilities and will report all instances of abuse. High Point Village will screen persons who are volunteers at High Point Village or activities sponsored by High Point Village. Management and employees will receive ongoing training as designated in High Point Village's employment and training practices.

SCOPE

This policy and its provisions shall apply to all management and employees who have any direct or indirect contact with children and/or youth and/or adults with developmental disabilities who patron High Point Village or activities sponsored by High Point Village. Effective August 23, 2022, no person under the age of 18 will be certified by the Executive Director to work or volunteer, directly with children, youth, and adults with developmental disabilities, unless the person is directly supervised by an adult who has been screened and trained.

STATEMENT OF POLICY

All management and employees of High Point Village shall not engage in sexual abuse, sexual harassment, sexual misconduct, and physical abuse, physical neglect, lack of supervision, emotional maltreatment, educational maltreatment, and/or moral-legal maltreatment of children, youth, and adult /children with developmental disabilities.

Persons who interact with children, youth, and adults with developmental disabilities in any way - shall include all paid management and employees, who have a direct or indirect contact with same who patron High Point Village or activities sponsored by High Point Village.

DEFINITIONS

Sexual Abuse: Sexual abuse means unwanted physical conduct of a sexual nature, sexual contact or sexualized behavior and may include, by example, touching, fondling, other physical contact, and sexual relations. Child/youth/adult with developmental disabilities sexual abuse is the sexual exploitation or use of same for satisfaction of sexual drives. It includes but is not limited to: (1) incest, (2) rape, (3) prostitution, (4) any sexual intercourse, or deviant sexual conduct with, or fondling of a child, or youth, or adult with developmental disabilities who patron High Point Village or activities sponsored by High Point Village.

Sexual Harassment: Sexual harassment is any unwanted sexual advance or demand, either verbal or physical that is reasonably perceived by the recipient as demeaning, intimidating or coercive. Sexual harassment must be understood as an exploitation of a power relationship rather than as an exclusively sexual issue. Sexual harassment includes, but is not limited to, the creation of a hostile or abusive working environment resulting from discrimination on the basis of gender.

Sexual Misconduct: Sexual misconduct means a chargeable offense.

Grooming: Grooming is the process used by an abuser to select a child, win the child's trust (and the trust of the child's parent or 'gatekeeper'), manipulate the child into sexual activity and keep the child from disclosing the abuse. Because sexual abusers 'groom' children for abuse, it is possible a staff member or volunteer may witness behavior intended to 'groom' a child for sexual abuse. Staff members and volunteers are asked to report 'grooming' behavior, any policy violations, or any suspicious behaviors to a supervisor or a specific member of the organization.

Physical Abuse - Any act of omission or an act that endangers a person's physical or mental health. This definition includes any non-accidental physical injury. Physical abuse may result from punishment that is overly punitive or inappropriate to the individual's age or condition. In addition, physical abuse may result from purposeful acts that pose serious danger to the physical health of a child, youth, or adult with developmental disabilities.

Physical Neglect – individual in charge does not take adequate precautions (given a child's, youth or or vulnerable person's particular emotional developmental needs) to ensure his or her safety in and out of the High Point Village facility or vehicle.

Lack of Supervision- individual in charge does not take adequate precautions (given a child's, youth, or vulnerable person's particular emotional developmental needs) to ensure his or her safety in and out of the High Point Village facility or vehicle.

Emotional Maltreatment- Persistent or extreme thwarting of a child's, youth, or vulnerable person's basic emotional needs (such as the need to feel safe and accepted).

Educational Maltreatment- an individual in charge fails to ensure that a child, youth, or vulnerable person receives adequate education.

Moral-Legal Maltreatment- individual in charge exposes or involves a child, youth, or vulnerable person in illegal or other activities that may foster delinquency or antisocial behavior.

IMPLEMENTATION

Professionals, employees, and volunteers shall be provided a copy of this policy and shall receive training information to assist in the understanding and implementation of this policy.

Statement of Acknowledgement and Agreement – Employees and Volunteers will sign a Statement of Acknowledgement and Agreement indicating they have reviewed this policy and understood the material and agree to comply with the policy requirements.

MAKING A COMPLAINT

Persons who have knowledge of possible violations of this policy by an employee or volunteer of High Point Village should report to the Executive Director or Social Worker at 806-698-0015. The Executive Director and/or Social Worker will act in investigating, reporting, due process, and take action to seek justice.

By signing below I acknowledge that I have read and understand the High Point Abuse Policy

Signature

Date