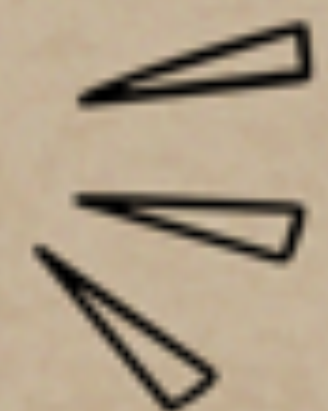




Training Your Children's Ministry Team for Disability Inclusion



BETH GOLIK



Key
Ministry





cpc24








Matthew 19:14

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these."





Objectives

- Identify common hidden disabilities and mental health conditions and how they present in a Sunday School classroom.
 - Review learning styles and do an interactive teaching activity.
 - Learn best practices for classroom management and minimizing unwelcome behaviors.
- 
- 



What brings
you here?





What brings me here?



Key
Ministry

Since 2002, Key Ministry has provided knowledge, innovation, and experience to the worldwide church as it ministers to and with individuals and families of kids with hidden, developmental, and physical disabilities.






What brings me here?




Key
Ministry

Since 2002, Key Ministry has provided knowledge, innovation, and experience to the worldwide church as it ministers to and with individuals and families of kids with hidden, developmental, and physical disabilities.



...I'm also the director of disability engagement and part of the children's ministry staff at a church in the suburbs of Cleveland, OH.



what are hidden disabilities?

invisible

not evident in a photograph


no visible supports

permanent & daily

has an impact on a person's daily life

includes


learning disabilities, chronic fatigue, anxiety disorders, depression, autism, depression, and ADD/ADHD



autism

Complex, lifelong, bio-neurological developmental disability that usually appears before age 3.



Autism is a spectrum disorder.





1 in 36 kids

March 2023: One in 36 (2.8%) 8-year-old children have been identified with autism spectrum disorder (ASD), according to an analysis published today in CDC's Morbidity and Mortality Weekly Report (MMWR).





autism

- often concrete thinkers and/or exhibit repetitive behaviors
 - may present social, communication, and behavioral challenges
- 
- 



anxiety

An abnormal or overwhelming sense of apprehension or fear





anxiety

- allow for choices when possible
- communicate expectations
- don't put students on the spot



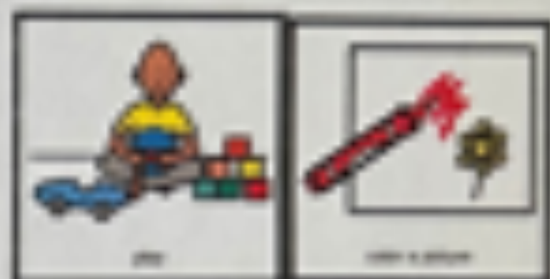
Coming to Church



I like to come to church. Church is where I can learn about Jesus, read the Bible and praise God!

When I first get to my classroom, I can play at any of the stations set up around the room.

the teachers and with other classroom. I can draw pictures, with toys or play games.

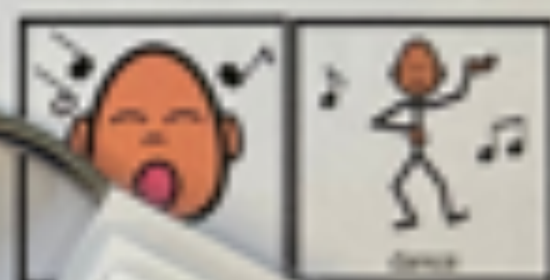


My Sunday School room has a fire alarm on the wall. If there is an emergency, the fire alarm will let us know.

In my classroom I learn about Jesus. I play trains. I have fun with my friends.

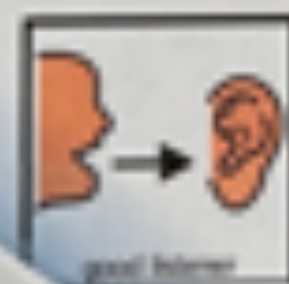
I do not need to talk about the fire alarm.

module and listen to the I know what to do. When I in clap my hands and sing to ves to hear me worship, and





to do an activity, I sit at the tr uctions. If I need help, I can

I like to come to church. Church is where I can learn about Jesus, read the Bible, and praise God. I'm at church. I have a calm be



When it is time for the Bible Story, I am a listener. Sometimes the teacher tells the Bible Story. Sometimes I watch a video. I like hearing the Bible Story. I love the love story written by God. After the story, I praise God with the music!

Sometimes at church we have fire drills. They are only practice. Usually there is not a real fire.






sensory processing

Refers to the brain's trouble managing information that is coming in through the senses.


sensory avoiding (hypersensitivity)

sensory seeking (hyponsensitivity)







sensory processing

- provide a sensory break area/time/room
 - be cognizant of music volume and flashing lights
 - be flexible
- 



A few of my favorite things







minimally/non-verbal

Relies primarily on gestures or single words to communicate.







minimally/non-verbal


- Does NOT mean they cannot communicate!
- Always presume competence.







executive functioning

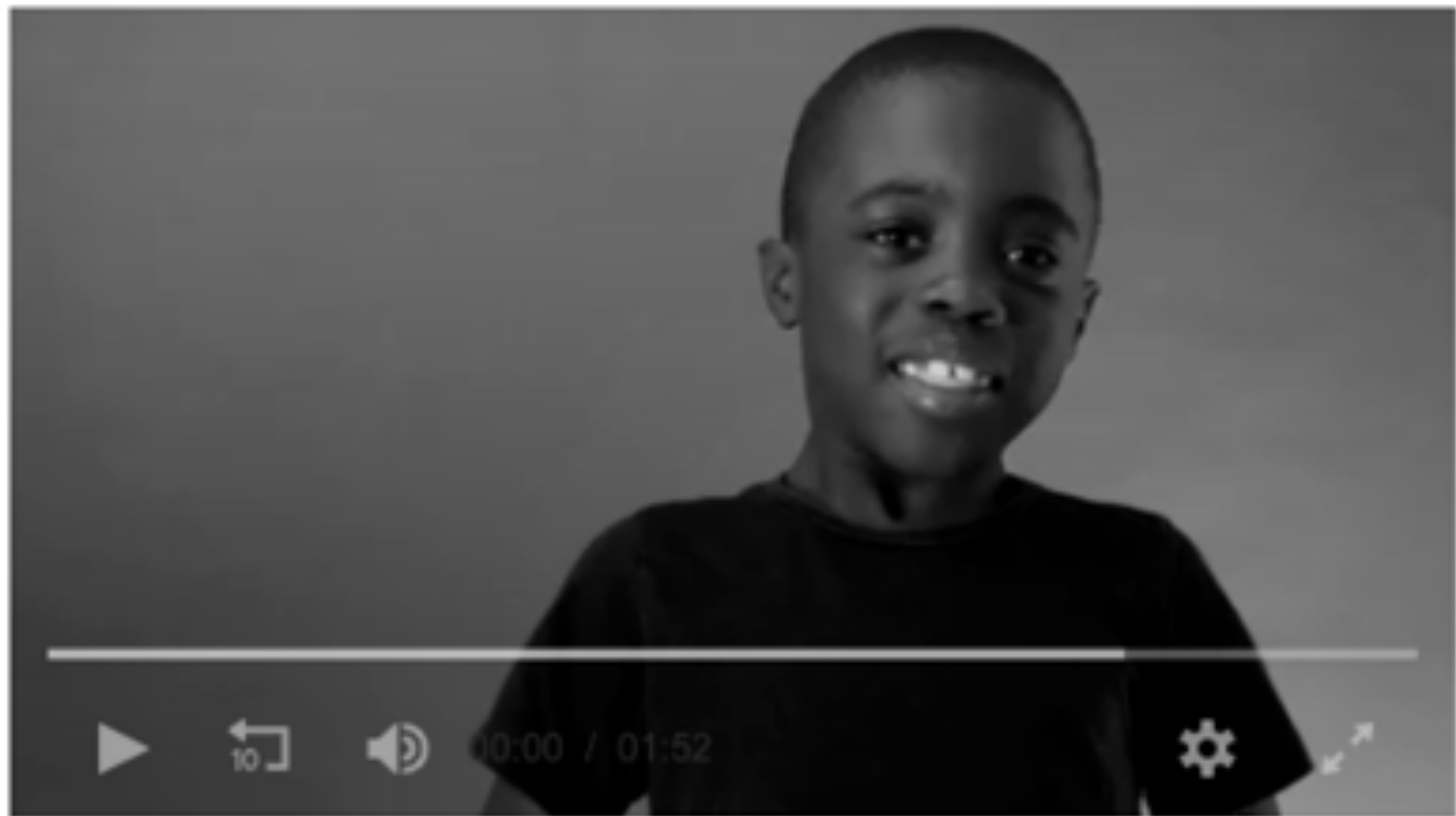
Mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully.






executive functioning

- challenges include behavior inhibitions, verbal working memory, emotional self-regulation, and resolving conflicts with peers or leaders
 - vary activities and extend grace
 - build in movement
- 



Dear Teacher



learning
styles

learning styles



visual



auditory



kinesthetic






Let's try it!

When I am afraid,
I will trust in You.

Psalm 56:3









Classroom management

Behavior is a form of communication...
what is your student trying to tell you?





best practices

expectations

- set expectations
- stick to a routine
- use repetition

add tools

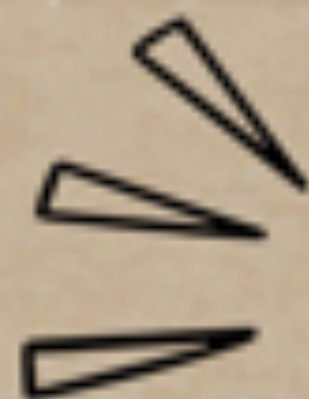
- schedules
- first/then
- buddy bags
- social stories
- multisensory

have a plan

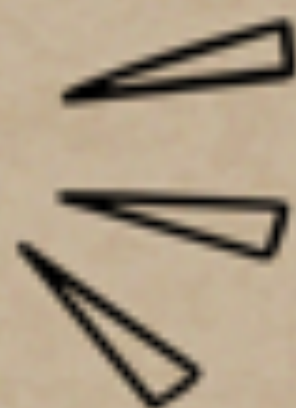
- pray
- equip
- brainstorm
- share the positive



access to materials
and resources
(free downloads)



Thank you



Reach out to
me with your
next step!



beth@keyministry.org