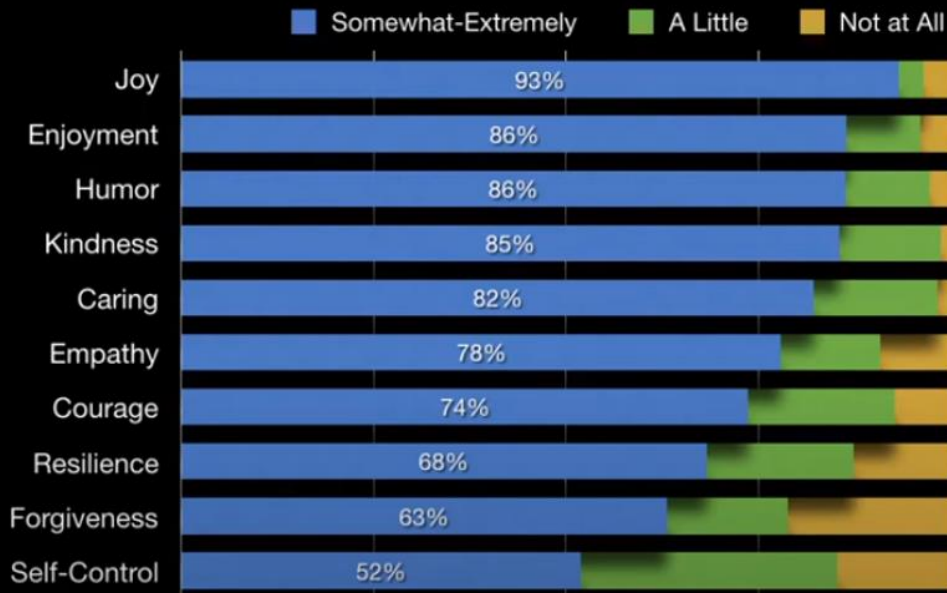


Nurturing Accessible Family Ministry

Facilitated by Bonnie and Lyle Miller, Anabaptist Disability Network

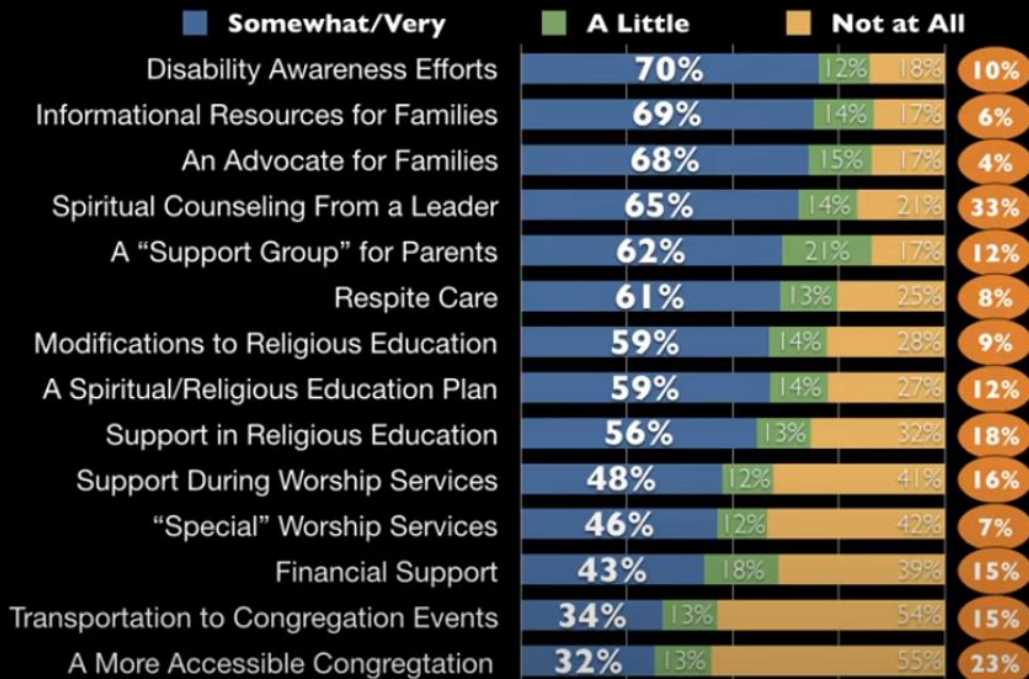
January 27, 2024 9am-12pm

HOW MUCH IS EACH TRAIT CHARACTERISTIC OF YOUR CHILD?



Selected Items from the Assessment Scale for Positive Character Traits-Developmental Disabilities (Woodard, 2009)

Carter, Boehm, Biggs, Annandale, Taylor, Logeman, & Liu (2015)



Source: Carter, Boehm, Annandale, & Taylor (2016)

What we are doing well	What we could do better/more of	What we should be doing entirely differently	What we should do to move us toward deeper community

EXAMPLE QUESTIONS FOR FAMILIES

- Tell us about your child.
 - What does she enjoy doing? Not enjoy doing?
 - What are her gifts and talents? What does she do well? What does she love to “show off”?
 - How does she communicate with others? Express excitement? Frustration?
- Tell us about your family.
- In what ways would you like to see your child involved in this congregation?
- What has been your child’s previous experience in other congregations?
- What should we know about supporting your child in congregational activities?
 - How can we best support her positive behavior?
 - Are there things we should definitely avoid doing or saying?
 - Are there things we should absolutely do?
 - What does she find most rewarding?
 - What is the best way to respond when your child becomes upset?
 - How can we help support your family as you raise your child? Can we _____ (offer specific examples)?
- How would you describe your child’s faith? What are the best ways to communicate spiritual truths?
- Are there important goals that you have for your child as she participates in our program this year? As you look into the future?
- What could we do to make our children’s program the most exciting time of the week for your child?
- How would you like us to respond when other children or adults ask us about your child’s disability or support needs?
- What do you see as the biggest challenges to including your child in congregational activities?
- How can our congregation help support your family as you raise your child? Can we _____(offer specific examples)?
- Is there anything else that you would like us to know about your child or family?
 - From Erik Carter

ACCESSIBILITY CHECKLISTS:

Anabaptist Disabilities Network Resources Website:

<https://www.anabaptistdisabilitiesnetwork.org/Resources/Pages/resources.aspx>

- Accessibility and Awareness, including Audit
- Bibliography on many topics
- Caregivers
- Faith Formation
- Worship
- Published Resources
- Webinars
- Disability Topics

Through the Roof Accessibility Information:

<https://throughtheroof.org/2018/05/23/accessibility-information/>

Thrive Accessibility Checklist (Christian Reformed Church): www.crcna.org/disability or www.rcs.org/disability

Accessibility Resources for Churches: www.umdissabilityministries.org/download/audit3.pdf

Accessible Faith: A Technical Guide for Accessibility in Houses of Worship www.cob-net.org

TITLES AVAILABLE THROUGH BRETHERNPRESS.COM:

After We're Gone

Believing and Belonging: An accessible Anabaptist membership curriculum

Circles of Love: Stories of Congregations Caring for People with Disabilities and Their Families

Everybody Belongs, Serving Together: Inclusive Church Ministry with People with Disabilities

Supportive Care in the Congregation

AVAILABLE THROUGH BAYLORPRESS.COM:

Disability and Spirituality: Recovering Wholeness by Bill Gaventa

Disability and World Religion Edited by Carla Y. Schumm and Michael Stoltzfus

Formed Together: Mystery, Narrative, and Virtue in Christian Caregiving by Keith Dow

The Bible and Disability Edited by Sara J. Melcher, Mikeal C. Parsons, and Amos Yong

Theology and Down Syndrome by Amos Yong

Disability, Faith, and Flourishing in Baylor Magazine, by Erik W. Carter

Pastoral Care and Intellectual Disability: A Person-Centered Approach by Anna Katherine Shurley

Crippled Grace: Disability, Virtue Ethics, and the Good Life by Shane Clifton

...and MUCH more!

FOR MORE INFORMATION ON CARING FOR THOSE WITH DISABILITIES:

Putting Faith to Work: A Guide for Congregations and Communities Connecting Job Seekers with Disabilities to Meaningful Employment: <https://faithanddisability.org/wp-content/uploads/2014/07/PuttingFaithToWorkPaper9.pdf>

Western Michigan University's Friendship House: <https://www.westernsem.edu/welcome-friendship-house/>

Duke University's Friendship House: <https://www.dukechronicle.com/article/2022/01/duke-university-durham-friendship-house-divinity-school>

George Fox University's Friendship House: <http://www.friendshiphousenewberg.com>

Disability and Inclusive Communities by Kevin Timpe

<https://calvin.edu/directory/publications/disability-and-inclusive-communities>

Tower of Trust interactive children's book that teaches the value of a second chance by Kendra Bailey (Hillcrest Academy graduate), a Licensed Mental Health Counselor [amazon.com/Tower-Trust-Kendra-J-Bailey/dp/0578270153](https://www.amazon.com/Tower-Trust-Kendra-J-Bailey/dp/0578270153).

Names of trusted & significant authors:

Bill Gaventa--a disabilities advocate who has a lot available on Disability and Spirituality, Community and Congregational supports, etc.

John Swinton--a theologian who writes on healing relationships, etc.

Boystownpress.org—secular resources (many via children's books):

- Social/emotional topics

- ADHD & Different Thinkers
- Self-management
- Managing emotions
- Friendships & relationships
- Mental health

NUTS & BOLTS

Thirteen disability categories under IDEA:

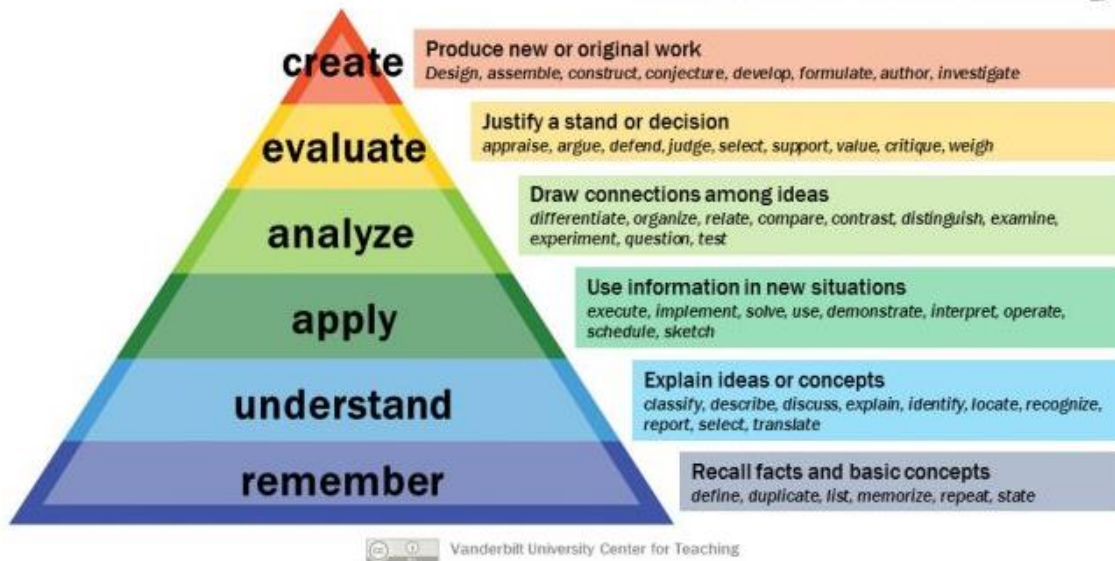
1. Specific learning disability
2. Other health impairment
3. Autism spectrum disorder
4. Emotional disturbance
5. Speech or language impairment
6. Visual impairment, including blindness
7. Deafness
8. Hearing impairment
9. Deaf-blindness
10. Orthopedic impairment
11. Intellectual disability
12. Traumatic brain injury
13. Multiple disabilities

If a student is struggling...

Consider modifying these parts of a lesson:

1. **Presentation**-change the modalities used in presenting information in a lesson. Lecturing is the most common way. Consider simplifying the text, reading text aloud, using pictures, using story figures (even Fisher Price people), acting out, and technology.
2. **Setting**-change the setting in which a lesson is taught. The student may be less anxious, etc. in a smaller setting with fewer people, in their home, sitting beside another adult, while using a fidget of some kind, while swinging, while outside, etc. There are many options!
3. **Time or scheduling**-change the time of day as some people are more focused in the morning and others in the evening. Making sure stomachs are full usually helps any time. Changing the activity before or after a lesson may be helpful.
4. **Response mode**-consider providing response options for students that vary. In addition to responding verbally, allow student to point to their response (which can be in word or picture form), allow for creative responses (especially art, music, acting out, etc.)

Bloom's Taxonomy



Simplified lessons will focus on the “remember” level and the most complex lessons will focus on the “create” level. If “remembering” questions are difficult for a student to respond to, ask questions that connect to feelings.