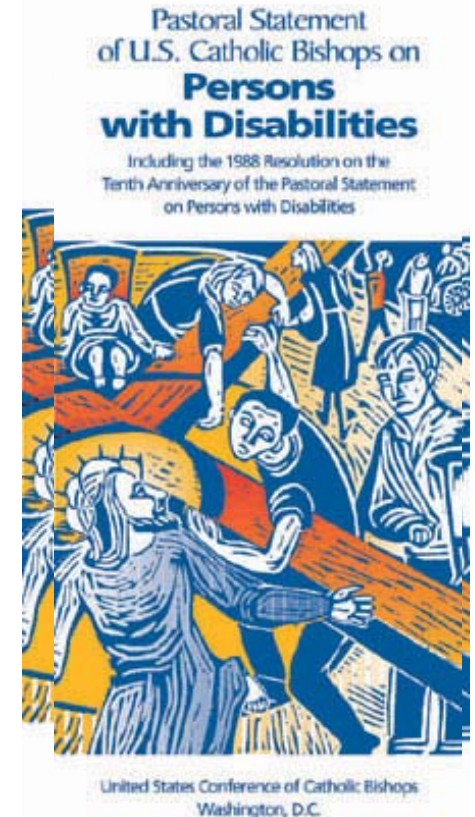


CATECHESIS FOR CHILDREN AND YOUTH WITH DISABILITIES

United States Catholic Bishops

- 1978 Pastoral Statement on Persons with Disabilities (read at www.usccb.org, Life Issues, Disabilities) order at www.ncpd.org, Ministries/programs, catechesis, link to usccb)



- Reissued in 1988 with updated language for the 10th anniversary
- In 1998 for the 20th anniversary, the bishops issued a brief statement, *Welcome and Justice for Persons with Disabilities* which highlighted key points of the 1978 Pastoral statement.

Highlights-continued

“[In regard to liturgy]...to exclude members of the parish

from these celebrations of the life of the Church, even by

passive omission, is to deny the reality of that community”

no. 23

“Evangelization and catechesis for persons with disabilities must be geared on content and method to their particular situation.”

no. 25

On Catechesis in Our Time

Catechesi Tradendae

Apostolic Exhortation by Pope John Paul II (1979)

“Children and young people who are physically or mentally handicapped come first to mind. They have a right, like others, their age, to know the mystery of faith”

no. 41

Welcome and Justice for Persons with Disabilities

- We are a single flock under the care of a single shepherd.
- There can be no separate Church for persons with disabilities.



Welcome and Justice for Persons with Disabilities

5.

Parish liturgical celebrations and catechetical programs should be accessible to persons with disabilities and open to their full, active and conscious participation, according to their capacity.

Respect Life Mass

- First Sunday of October
- Mass with the Bishop
- Signed
- Invite all people with disabilities and groups
- Person with deafness- signed the reading, then verbal interpreted
- Person with blindness
- Family of child with disability bring up the gifts

Open Doors Mass

- Persons with disabilities share their gifts

Eucharistic Minister

Ushers

Lectors

Reception

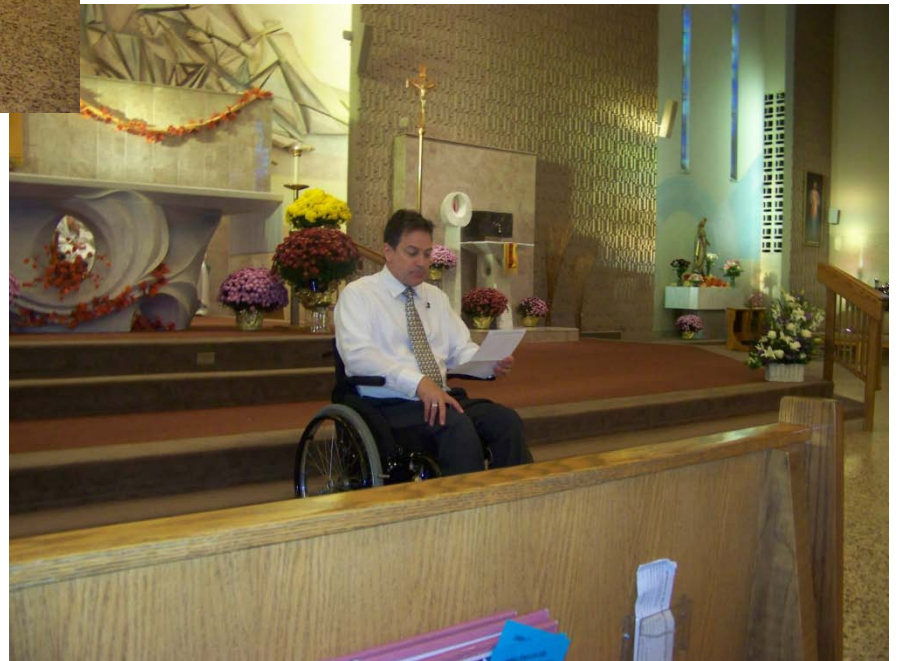
In accessible church in deanery

OPEN DOORS MASS

Don and Elena



Mark



Welcome and Justice for Persons with Disabilities

6.

“The parish is the door to participation for persons with disabilities, and it is the responsibility of the pastor and lay leaders to make sure that this door is always open”



Sample Only

Welcome and Justice for Persons with Disabilities

9.

“Often families are not prepared for the birth of a child with a disability or the development of impairments. Our pastoral response is to become informed about disabilities and to offer ongoing support to the family and to welcome the child.”

United States Catholic Bishops

- 1995, *Guidelines for the Celebration of the Sacraments with Persons with Disabilities*

(www.ncpd.org, Ministries/Programs, Catechesis, Sacramental Guidelines, Order form at USCCB, \$3.50)



General Directory for Catecheis

“A growth in social and ecclesial consciousness, together with undeniable progress in specialized pedagogy, makes it possible...to provide adequate catechesis for [persons with disabilities], who as baptized have this right and if non-baptized, because they are called to salvation”

no. 189

National Directory for Catechesis

“Persons with disabilities ...are integral members of the Christian community.”

pg.206-207

“All persons with disabilities have the capacity to proclaim the Gospel and to be living witnesses to its truth within the community of faith and offer valuable gifts. Their involvement enriches every aspect of Church life. They are not just the recipients of catechesis-they are also its agents.

p.207

National Directory for Catechesis

“All baptized persons with disabilities have a right to adequate catechesis and deserve the means to develop a relationship with God.”

p. 207

“the church owes persons with disabilities her best effort in order to ensure that they are able to hear the Gospel of Christ, receive the Sacraments, and grow in their faith in the fullest and richest manner possible.”

p. 209

- “The love of the Father for the weakest of his children and the continuous presence of Jesus and His spirit give assurance that every person, however limited is capable of growth in holiness.”

Welcome and Justice for Persons with Disabilities

Family

“The central importance of family members in the lives of persons with disabilities, regardless of age, should never be underestimated.

They lovingly foster the spiritual, mental, and physical development of the child.

They are the primary teachers of religion and morality.”

The parents

- Initial shock of the arrival of a child with disabilities
- Rejection, the denial of reality
- Fear
- Super protection
- Resignation
- Acceptance

Ss. Anne and Joachim Ministry

Are you a parent
of an adult child with disabilities
who would like to share the wisdom
of your parental and spiritual journey
with a parent whose child
was recently diagnosed
with a disability?



- We invite you to serve in this ministry disability together through a phone call or e-mail or privately.

LISTEN, LISTEN, LISTEN. Offer the compassionate ear of Christ through listening to a parent's joys and sufferings. Share your experience, but remember to focus on the needs of the parent.

Offer SUPPORT. Offer God's unconditional love through your support. Offer to meet the child, babysit the child, take the parent out for coffee or send a note of encouragement. This is a role of support, not counseling. We ask that you maintain contact at least monthly.

With discussion and guidance by the Holy Spirit, the ministry will be called the SS. Anne and Joachim Ministry. As saints, Anne and Joachim set the example that Mary followed to become the gentle, loving, faithful parent she was. They understood that Mary was a special child and they dedicated their child to God. Their feast day is July 26th.

For more information, contact Linda at 633-2530 or by e-mail at lkamabile@verizon.net

STATISTICS

- **United States** Census(2000) Disability Status Reports of the non-institutionalized population:

19.1% of this total population 5 years and older have a disability
4.3 % of population between 5 and 15 years have a disability
17.6% of population 16 to 64 years have a disability
43% of the population over 65 years old have a disability

- **New York State** Census (2000) data reports on the non-institutionalized population:

26.8% of population between 16 and 64 years old have a disability
49.94% of population over 65 years old have a disability

The number of Catholics with disabilities in the United States exceeds fourteen million.

- A 1991 Harris study indicated one family in three has a relative with a disability.
- 70% of people with disabilities do not socialize with friends, family and neighbors at least once a week.
- The number of people with disabilities attending religious service is 47% less than non disabled counterparts.
- 3% of those with disabilities are classified as mentally ill (700,000 Catholics)
- 24% of those with disabilities have multiple health problems that limit one or more of their daily living functions(3.6 million Catholics)
- 40% of those with disabilities report multiple disabilities.
- 13 % of Catholics with disabilities first became disabled from birth through adolescence
- 21% of Catholics with disabilities became disabled as young adults
- 22% of Catholics with disabilities became disabled in middle ages
- 37% of Catholics with disabilities became disabled after the age of 55.

137,271 Catholics in the Diocese of Buffalo have a disability

58% of population have a physical disability

34% of the population have significant orthopedic impairment

12% have neuromotor disabilities

5% have brain disfunctions

9% have sensory disabilities

4% have visual impairments

4% have cognitive disabilities

5% are mentally ill

40% have more than one disability

Church's Pastoral Response

- Welcome the Child

- Learn about the disability

www.nichcy.org (National Dissemination Center for Children)
Disabilities, Resources, Publications,

- Offer support to the family

Ensure children

- Hear the Gospel of Christ
- Receive the Sacraments
- Grow in their faith in the fullest and richest manner possible

God's Family

- “We love the day. Everyone is made to feel welcomed and valued. We are so impressed with the loving care and attention to detail that is evident in every one of our meetings. The spirit of Christianity is distilled wonderfully.”
- “The residents of our group home truly enjoy attending. They have a place where they can go, learn about religion, share with others and feel they belong here.”
- “We enjoy the music and singing”
- “I feel encouraged and enriched after participating in the sessions. My memory was refreshed with the insight given on Catholic teachings.”
- “ Keep doing what you are doing, we love it”
- “We appreciate all the work put into the program by volunteers.”
- “We look forward very much to our gatherings-they review for us in a very vivid way the essence of Christianity.”
- “ We enjoy the lasting friendships we have made with Christ as the center of our prayer.”

Our Vision

- Why do we catechize?
- Who do sacraments exist?

“For the same reason that the Incarnation occurred: God desires access to our hearts and to our world...God will not rest until each one of us has access to the love that saves.”

(Fr. Paul Wadell, “Pondering the Anomaly of God’s Love” in *Developmental Disabilities and Sacramental Access*. p. 64)

- As you reflect and made this vision your own, what are some of the key elements included in your lived reality of catechetical ministry with children and youth with disabilities?

APPLYING THE VISION

Catechesis with Learners with Disabilities

July 28, 2009

Sharon Urbaniak

ALL PEOPLE HAVE



- It is our responsibility as catechetical leaders to find, celebrate and unwrap these children's gifts.
- All individuals are designed for spiritual connectedness.
- By excluding people in the Body of Christ who have a disability, we cheat our faith communities out of some of God's gifts for us. By including people with special needs, we become a stronger body of believers.
- Individuals with disabilities are someone's son, daughter, grandchild, niece, nephew, brother or sister.
- We must find new and creative ways to share the mystery of the Eucharist with them.

DEVELOPMENTAL DISABILITIES

- Intellectual, physical or both.
- Substantial limitations in 3 of 6 specific major
language, mobility, learning, self-help, and independent living.
- Support or treatment expected to be ongoing.
- Present before age 22

DEVELOPMENTAL DISABILITIES

- Autism
- Cerebral Palsy
- Hearing Loss
- Intellectual Disabilities
- Vision Loss

AUTISM SPECTRUM DISORDER

Pervasive Developmental Disorders

- Pervasive Development Disorder
- Asperger's Disorder
- Childhood Disintegrative Disorder
- Autistic Disorder
- Rett's Disorder



RETT'S DISORDER

- Children develop normally from 5-18 months old
- Head's circumference shrinks
- Social, motor, language and cognitive skills degenerate
- Unique hand movements develop (wring hands, repeated hand washing, hands in mouth)
- Need a lifetime of care

Autistic Disorder

Problems in three areas

- **Social interaction and understanding**
poor eye contact, too loud or too soft voice, smile when getting reprimanded
- **Language Skills**
understand words, follow directions, express ourselves
- **Repetitive behaviors or interests**

Must be recognized before the age of three

COMMUNICATION

- When speaking, use a normal or low tone of voice.
- Use few words, and give plenty of time for response.
- Do not insist on eye-contact as this connection may make a person with autism feel uncomfortable.
- You may stand directly in front of the person when speaking, but refrain from eye contact.
- Sometimes speaking while looking off to either side of a person's face (over the shoulder) is preferable (rather than directly in the face).
- Standing to the side of an individual may present a more comfortable way to engage in conversation for some individuals.
- Be clear and refrain from conceptual language.
- Gestures or written words work better than spoken words for some.
- Refrain from open-endedness, unless clear choices are given.
- Allow time for processing when giving instructions or presenting a change in routine.
- Use calendars, schedules and routines. Changes are processed better with time and explanation.

SOCIAL

- Individuals tend to gravitate toward people who can assist them with their needs.
- They need to be encouraged to interact with one another.
- Some individuals may have difficulty recognizing social cues, therefore, they are unsure of when to laugh, smile, be serious, etc in certain social situations.
- Individuals may at times, appear to be rude. Do not take things personally. Give them a better way to get their message across (ie. “Please leave” rather than “Go away”)

SENSES/ENVIRONMENT

Individuals with autism often feel more comfortable when:

- They are given plenty of space.

- The noise level is low.

- Lights are dim. (Florescent lights may present with an unsettling noise and movement)

- Neutral colors are used.

Be aware of over stimulation from:

- Excess talking

- Too many objects in the environment on the walls, etc.

- Sensitivity to odors (perfumes, lotions)

- Temperatures in the room (too hot, too cool)

- Music selection, should be soft with few instruments

Asperger's Disorder

- Difficulty with social interactions
- Repetitive interest or behavior
- IQ in the average or above average range
- Score well on speech and language tests
- Language and communication require social skills

- **Communication**

Know what is coming next in the activities helps a learner to prepare for what will be expected of them.

Both parties need to be engaged for communication to occur

- **Behavior**

Wanting to escape-I don't understand, please help me, I need a break

Wanting attention-am I doing good work, look at what I've done

Perhaps I want something

Sensory reasons

Sample Schedule II

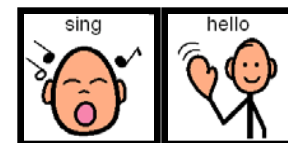
- 10:00 Arrival/remove coat and hat



- 10:05 BINGO



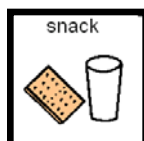
- 10:15 Greeting Song: "Jesus Asks You to Say Hello"



- 10:20 Circle Time
God & Jesus Story



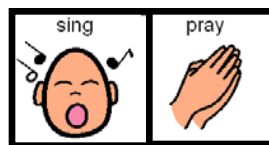
- 10:30 Snack



- 10:35 Work Session



- 10:50 Prayer time with song



- 10:55 Closing Song "Good Bye, It Was Great To See You"



- 11:00 Dismissal



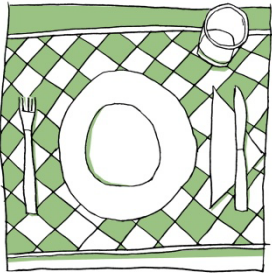
GOD'S FAMILY



Gathering Time



Share Our Faith Time



Meal Time



Sending Forth Time

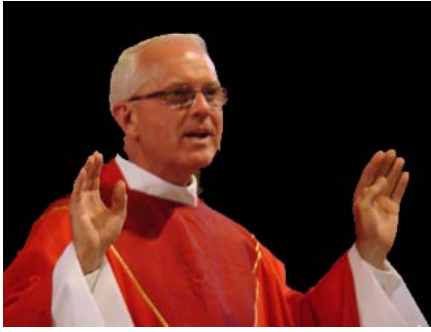


Prayer Time

ENGAGING MULTIPLE MODES OF LEARNING IN YOUR MATERIALS



SPECIAL PEOPLE IN OUR CHURCH



Father LaValley

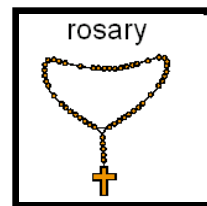
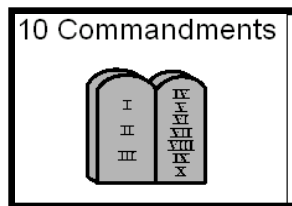
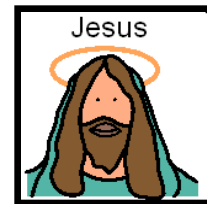
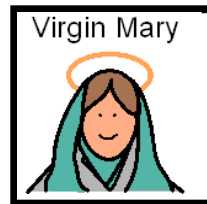
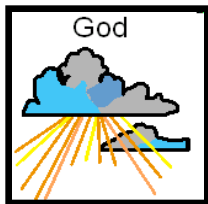


Bishop Cunningham



Siser Ellen Rose Coughlin

SOME FAITH VOCABULARY



INDEPENDENT PARTICIPATION in the CELEBRATION of 1st EUCHARIST



JD's Story, His Mom's Story

Becoming Part of a Faith Community

- Since goal is belonging to a community, mother wanted JD in class with other children
- Parish does not serve children with disabilities, materials for home study
- Joined parish doing GOF during the week
- Practice, practice, practice (extensive notes from rehearsal previous year)
- Teach at home: discrimination between bread and Eucharist

Cerebral Palsy

- A group of disorders that affect a person's ability to move and to maintain balance and posture. It is due to a non progressive brain abnormality, which means that it does not get worse over time, though the exact symptoms can change over a person's lifetime.
- People with cerebral palsy have damage to the part of the brain that controls muscle tone. Muscle tone is the amount of resistance to movement in a muscle. It is what lets you keep your body in a certain posture or position

Cerebral Palsy

- 23 people diagnosed in 1,000
- Website to teach children about CP

<http://www.cdc.gov/ncbddd/kids/kidhome.htm>



Blind / Low Vision

Statistical Snap Shot

- Approximately 93,600 visually impaired or blind students, 10,800 of whom are deaf-blind, are served in the special education programs throughout the US.



- **Individuals with very different amounts of vision and ways of seeing.**
- **90 % have some functional vision.**
- **Approximately 5,500 legally blind children use braille as their primary reading medium.**

Teaching Strategies – Blind/Low Vision

- **GETTING STARTED**

- Meet the Parents/Guardians and Child
- Discuss the setting and learning methods used in the child's daily classroom
- Determine what materials are needed

Braille ~ Large Print ~Books on Tape

- Before the first day of class invite the child to get to know the religious education classroom
- Prepare to have students or volunteers as sighted guides if needed.

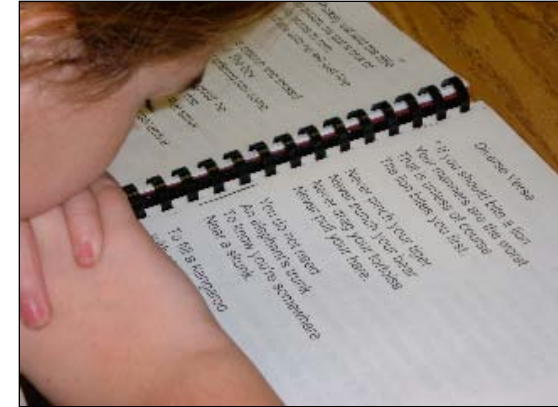


Teaching Strategies – Blind/Low Vision

• **Classroom Strategies**

– **Use Auditory and Tactile Cues**

- Speak to the class upon entering and leaving the room
- Call the student with low vision by name if you want his/her attention
- Describe, in detail, pertinent visual occurrences of the learning activities
- Be inventive- Use Tactile Graphics when possible



– **Print Material**

- Consider using large print, audiotape, CD or Braille formats
- Black Sharpie markers instead of a pencil
- Set up reading buddies

– **Hands On Activities**



Resources– Blind/Low Vision

- **Alternative Text Formats** – See handout for others

Xavier Society for the Blind

154 East 23rd Street

New York, NY 10010

212-473-7800 or 800-637-9193

www.xaviersociety.org

Bibles for the Blind and Visually Handicapped

www.biblesfortheblind.org



- **Local Resources**

- State and local Associated Services for the Blind
- Schools for the Blind
- School District and Regional Delivery System
- Parents/Guardians and Support Professionals
- Volunteers willing to assist with Materials or Teaching Strategies

Deaf and Hard of Hearing

- **Statistical Snap Shot**

In the 2006-07 school year 38,070 US students were receiving services for significant Hearing Loss



- 51% Speech / Oral
- 49 % Sign and Speech or only Sign



- 58.7% Use hearing Aids
- 43.8% Use Assistive Listening Devices
- 51.4% are identified as having additional disabilities
- 12.6% Cochlear Implants

Teaching Strategies – Hearing Loss

Most of us rely heavily on auditory means of learning about the world and about each other.

- **Teach Visually / Use Visual Cues**

- Write all homework assignments, class instructions, and procedural changes on the chalkboard.
- Use captioned films, videos, and laser disks.

- **Enhance Your Communication**

- Provide a clear and direct view of your mouth and face / Use gestures and facial expression
- Speak from a well-lighted area of the room.
- Reduce background noise
- Speak clearly and naturally and at your normal pace, unless you are asked to slow down
- Engage the attention of the student with a hearing loss before communicating with the class.
- Don't ask – Did you hear me? Ask –Please tell me what I just said?

- **Favorable Seating**



Teaching Strategies – Hearing Loss

- Assistive Listening Devices
 - FM Systems /Induction Loop
 - Soundfield Amplification System



ALD's can provide clear sound over distances, eliminate echoes, and reduce surrounding noises.

- Computer Assisted Real Time Captioning CART
- Consult with Hearing Support Professionals



Teaching Strategies: Deaf/ASL



➤ **Mainstream with an interpreter +/-**



- + Provides a level of communication access
- + Part of the Community
- + Others gain awareness and understanding
- + Sacramental Access within the Parish Community

- Communicating with other children is difficult*
- Classroom techniques may be "hearing dependent"*
- Cost, availability, skill and effectiveness of interpreters*

➤ Religious Education within a Deaf Ministry Context

- **Catechists who use ASL**
 - **Visual materials that are geared to Deaf/HH**
 - **Full Communication Access**
 - **Builds a Faith Community**
 - **Eye, not ear centered**
 - **Impacts on parents and families**
 - **Deaf adults as catechists and role models**
-
- **Connect to the life experience of Deaf children**
 - **Weekly Program, RCIA, Sacramental Prep, Masses in ASL**



Resources: Deaf /Hearing Loss

- **NCOD**
National Catholic Office
for the Deaf
301-577-4184 (TTY/VP)
301-577-1684 (voice)
Email: INFO@ncod.org
Web: www.ncod.org
- **Local Resources**
 - Diocesan Deaf Ministry
 - State and Local Deaf / Hearing Service Centers
 - Deaf and Hard of Hearing Volunteers
 - Parents/Guardians and Professionals
- **NCPD**
415 Michigan Avenue, N.E.
Suite 240
Washington DC 20017-
202-529-2933 Voice
202-529-2934 TTY
Email: NCPD@ncpd.org
Web: www.ncpd.org
- **Captioned DVD /Videos**



Attention Deficit Disorder

ADD

- Poor attention span
 - Easily distracted
 - Has a hard time following instructions and concentrating
 - Leaves one unfinished task for another
 - Doesn't seem to listen
 - Loses books, pencils or other items

- Weak Impulse Control

Has difficulty waiting for their turn in games or groups

Acts without thinking

Often interrupts

- Hyperactivity

Seems to fidget constantly

Has difficulty remaining seated or playing quietly

Talks excessively

Ways to accommodate

- Know your catechists
 - put with the most patient, creative
- Adjust class size
- Place an aide with the child
- Offer a mentor, having one child work with another

WAYS TO HELP

Structure time by creating a routine

Be positive and praise appropriate behavior

Be realistic-make learning interesting with plenty of hands on activities

Discourage inappropriate behavior-have a plan

Test the child's knowledge-test orally

Remain calm in what you say and do

Maintain eye contact when giving verbal instructions

Work together with the parents

Central Auditory Processing

- Perceptual or cognitive inefficiency or delay in perceiving, processing, organizing or responding to what is heard
- Effects the speed and effectiveness with which a child can process the spoken word.

Five points

The child has trouble listening. Understand that this is a learning problem and not a behavior problem.

Child needs to hear things more than once to understand them. Send important material home so parents can review it.

Child may have trouble filtering out background noise, and may be sensitive to sounds you wouldn't notice. Understand that they are trying to pay attention.

The child will benefit from being seated in clear sight of catechist, and having as many visual aids and cues as possible.

Keep the lines of communication open between home and your program. The child needs all the adults in their life working together.

Children and Youth with Mental Illness

- 20% of Us Children live with a diagnosable illness
- 5 million American children and adolescents live with a serious mental illness that significantly impacts their daily life.

Anxiety Disorders

- Common sense of relentless worries about bad things that may happen
- Phobias-fears of specific things
- Society Anxiety-fear of being around people
- Separation Anxiety-fear of being abandoned by caregivers
- Obsessive Compulsive Disorder-obsessions are recurring and relentless unwanted thought, compulsions are the behaviors done to release the anxiety

Bipolar disorder

- Drastic change in mood from feeling intense extreme sadness, suicidal thoughts or wishing death to an extreme sense of pleasure, usually paired with agitation, irritability, impulsivity and poor judgment.
- Treated by medication, therapy and case management

Oppositional Defiant Disorder

- Involves frequent and consistent uncooperative and hostile behaviors that go beyond the norm when compared to peers
- Refusal to comply to adult rules, blaming others for their mistakes, wanting revenge when feeling hurt

Conduct Disorder

- Disregard of rules and norms of family and society
- Perceived as socially inappropriate and difficult
- May steal, damage other's properties, constant lying, hurts others or animals, forces others into unwanted sexual activities

LEARNING DISABILITY

- A Neurological disorder that affects the brain's ability to:
 - Receive
 - Process
 - Store
 - Respond to
information

Areas Affected

- Listening
- Speaking
- Reading
- Writing
- Mathematics

STATISTICS

- 2.9 million school-aged children in the US
- 5% of all school aged children in public schools
- LD are life long
- Affect each person differently
- Ranges from mild to severe
- 1/3 also have AD/HD
- Early interventions help overcome LD

Overcome by

- Outlining lesson
- Writing Down key points while lecturing
- Provide schedule of the day
- Break tasks into simple steps
- Use discussion to develop and integrate learning
- Use rote to develop routines

Central Auditory Processing

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- Effects the speed and effectiveness with which a child can process the spoken word.

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Keep the lines of communication open between home and your program. The child needs all the adults in their life working together.

WELCOMING THE CHILD

- Statement on Registration, bulletin
 - Follow-up with call to parents
 - Send IREP
 - Set up meeting to meet parents and child
 - Formulate a plan for inclusion
 - Set up the environment for success
- Have family meet teacher and aide, see classroom

DISABILITIES ACTION TEAM

- Open Doors through accessibility
- Open Minds through awareness
- Open Hearts to ministry to/with persons with disabilities

PARISH ADVOCATES

- Identify parishioners with disabilities. Reach out to them and ask what the parish can do to best assist and serve them.
- Invite other parishioners to assist.
- Determine what changes are needed. This would include, but is not limited to, accessibility, transportation, training, and accommodations.
- Set goals and objectives prioritizing the needs.
- Make recommendations to pastor and staff to ensure proper support and assistance are received by parishioners with disabilities.
- Provide disability awareness education for the parish community.
- Ensure families receive the proper supports for their family members.
- Ultimately, work towards total inclusion and participation.

- Zacchaeus needed some one-on-one time with Jesus, so Jesus invited him to dinner (Luke 19:1-9)
- The children needed to know they belonged, so Jesus took them in his arms and blessed them (Mark 10:13-16)
- The disciples needed clearer understanding, so Jesus told a story about a farmer and compared the seed to the word of God (Luke 8:1-15)
- The sellers in the temple needed correction, so Jesus chased them out and set them straight (John 2:12-20)

- The woman caught in adultery needed forgiveness, so Jesus dared any of her accusers who were without sin to throw a stone at her (John 8:1-11)
- The crowd of 5,000 needed food, so Jesus took a little boy's lunch and fed them (Matthew 14:13-21)
- Thomas needed to see and touch to believe that Jesus was alive, so Jesus held out his nail scarred hands (John 20:24-29)

What changes can you make to strengthen your program?

What have you found to be your best resource?

What resources do you need from the:

Parish level

Diocesan level