



Special Needs Buddy Training

Installation Management Command integrates and delivers base support to enable readiness for a globally-responsive Army

We are the Army's Home

Serving the Rugged Professional

Administrative Information

SAFETY REQUIREMENTS: No food or drink is allowed near or around electrical equipment (CPU, file servers, printers, projectors, etc.) due to possible electrical shock or damage to equipment. Exercise care in personal movement in and through such areas. Avoid all electrical cords and associated wiring. In the event of an electrical storm, you will be instructed to power down equipment. Everyone is responsible for safety.

RISK ASSESSMENT LEVEL: LOW

ENVIRONMENTAL CONSIDERATIONS: Environmental protection is not just the law but the right thing to do. It is a continual process and starts with deliberate planning. Always be alert to ways to protect our environment during training and missions. In doing so, you will contribute to the sustainment of our training resources while protecting people and the environment from harmful effects.

EVALUATION: The student is required to fully engage in lesson by applying critical and creative thinking throughout the lesson as well as completing all assignments.



Terminal Learning Objective

ACTION: Create local chapel relationships and plans for Special Needs Buddies in chapel congregations.

CONDITIONS: In a video classroom environment, given access resources on Special Needs, religiosity & relationality.

STANDARD:

- Review Special Needs Buddy volunteer position description
- Elaborate on chapel a welcoming place
- Integrate understandings of relationality and religiosity



Send your activity & mailing address to Rebecca.a.powell16.civ@mail.mil



Contacts



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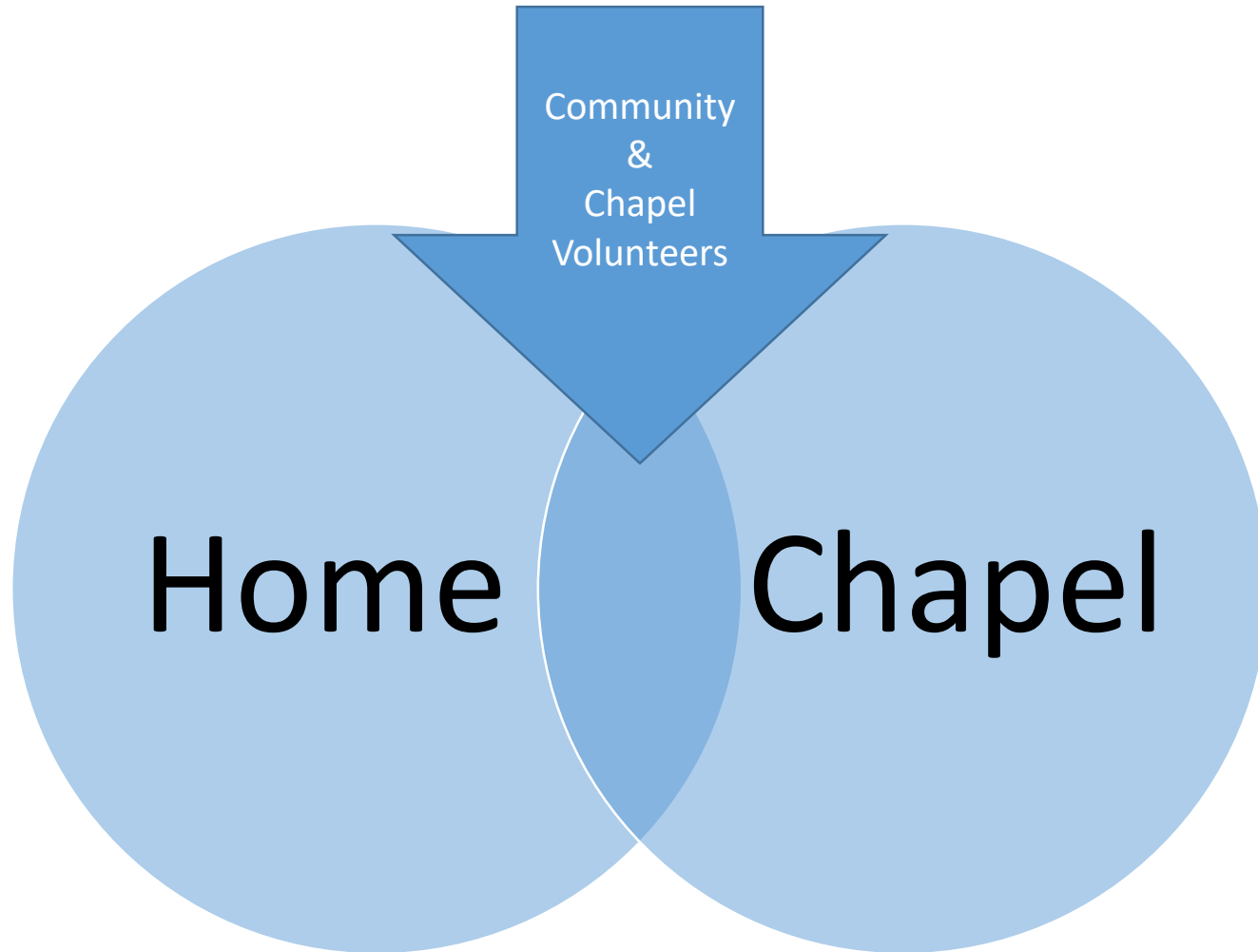
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<https://usachcstraining.army.mil/religious-education>



Benefits to all Generations



Chapel Roles

- Garrison Commander
- Garrison Chaplain
- Religious Affairs NCOIC
- Director of Religious Education
- Special Needs Coordinator
- Special Needs Buddies
- Chapel contractors
- All Volunteers
- All Chapel Attendees



What is a Special Needs Buddy?

A person willing to provide assistance, support and friendship to a child with a disability during their time at church.



Expectations

- ❑ Dependability – The child and family need to know his or her buddy will be a church and be on time.
- ❑ Flexibility – Children with disabilities can be unpredictable. Trying to rigidly control situations or behavior will only frustrate you and the child.
- ❑ Sensitivity – Speak to and about the child in positive, caring and affirming ways.
- ❑ Confidentiality – The child's parents choose when and to whom they disclose details of their child's disability. Buddies do not reveal identities of children or discuss medical conditions or behavior with others.



Responsibilities

(These will vary depending on the individual)

- Provide necessary physical assistance for mobility, seating and activities.
- Assist with self care skills such as eating, wiping mouth or toileting.
- Use appropriate behavior management techniques specific to the child, learned through parent interview and training opportunities.
- Assist with communication with others.
- Encourage social interaction with peers.



What is a Special Need?

A Special Need refers to any condition that impedes a child's development, either educationally, socially, emotionally, physically, or intellectually and requires specialized services or accommodations.



General Considerations for all children with Special Needs

1. Listen to what the parents say about ability and needs; ask questions.
2. Identify the child's abilities and strengths and find activities they can achieve.
3. Give short clear instructions; break instructions into chunks.
4. Use extra patience.
5. Be encouraging and give praise frequently.
6. Be firm with limits that are set for safety.
7. Limit choices from one to three specific activities.
8. Help them when they are frustrated, but let them do as much as they can.
9. Engage them in activities with peers.
10. Play and have fun!



Most Common Categories

- Behavior Disorder/ADHD
- Learning Disability
- Developmental Delay
- Speech/Language Disorder
- Autism Spectrum Disorder



Behavior Disorder

- ❑ Over active – Difficulty modulating activity level to environment.
- ❑ Impulsivity – Acts before thinking it through.
- ❑ Difficulty sustaining attention.
- ❑ Difficulty focusing.
- ❑ Poor organizational skills.
- ❑ Difficulty with transitions.



Behavior Disorder - Tips To Help

- Break up your lesson so that there is movement and children aren't sitting long.
- Use a multisensory approach using music, visuals, objects and games.
- Seat away from windows and doors.
- Keep them close to you.
- Clear rules and reminders.
- Create small spaces free of distractions.
- Limit the use of wall space to materials related to the lesson of the day.
- Use a variety of media such as computers, Power Point, DVDs, etc. when available.
- Give 2 to 3 minute warning before any transition whenever possible.



Learning Disability

- Poor auditory memory – both long and short term memory
- Low self-esteem
- Easily distracted
- Difficulty staying on task
- Easily confused
- Difficulty working with others
- Difficulty following directions
- Poor handwriting skills



Learning Disability - Tips to Help

- Use a multisensory approach to lessons: pictures, songs, dramas, wooden figures, puppets, objects.
- Check frequently to make sure they are moving forward during activities.
- Give immediate feedback so they see quickly the relationship between what is taught and what is learned.
- Make activities concise and short.
- Provide concrete objects and events whenever possible; trouble with abstract thinking.
- Repeat instructions whenever necessary.



Nontangible and Tangible Rewards

Rewards can be very motivating for children with behavior or learning problems. It's important to set a reachable goal and individualize the reward based on the child's needs, ability and interests.

Nontangible Rewards:

- An appropriate touch, a gesture, hug or pat on the back
- Words of kindness and a smile
- A thumbs-up signal

Tangible Rewards:

- A positive note sent home to Mom and Dad
- Regular achievement badges or certificates
- Helping during group activities
- Stickers, small prizes, food, colorful pens and pencils
- Particular play activity



Sensory Toy Box

- ❑ Fill a shoebox size container full of small toys that are easy to manipulate, such as mini-slinkies, large fuzzy pipe cleaners, tiny cars, oodles of stress balls and squeeze toys. These sensory type toys help the more challenging children stay focused during instructional teaching.
- ❑ Manipulative toys can fulfill the “sensory diet” of some children and serve as a constant occupier when they are required to sit still.



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Activity Choices for an extra 1/2 CLP:

- Build a Pocket Guide for 1 of the common categories of “Special Needs”
- Read the Dissertation by Dr Samuel Lee and compare his findings to your experience in Chapels.
- Practice getting to know people in the context of Special Needs, and interview a person using the Parent Interview. Write up a recommended inclusion plan based on your conversation.

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