

I am Dr. Becky Powell. My colleague, Dr Grace Yeuell and I are the Religious Education Program Directors at IMCOM-Europe. We lead the Chaplaincy Academy for Religious Education (CARE) Center which is a generating point and destination for religious education and chapel training.

We work within IMCOM's mission statement which reads:

"The US Army Installation Management Command (IMCOM) integrates and delivers base support to enable readiness for a globally-responsive Army."

Handout Samples from various Special needs Programs in preparation for Slide 26.

Print and have ready to handout during the lesson:

For slide 3 – Smart Pages p.149

For Slide 5 - References

For Slide 7 – Chapel Roles

For slide 13 - handout p.34 of Smart Pages

For slide 17:

- Audit of barriers instructions
- Building Challenge materials
 - Tinker Toys
 - Rubber figures

For slide 21 – Usher PD

For Slide 22 – SN Coordinator PD

For Slide 23 – Goals for Disability Ministry & Disability Ministry Planning Calendar

For Slide 24 – SN Buddy PD

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.



Instructor Note: Review safety requirements, risk assessment, environmental considerations and expected outcome and evaluation.

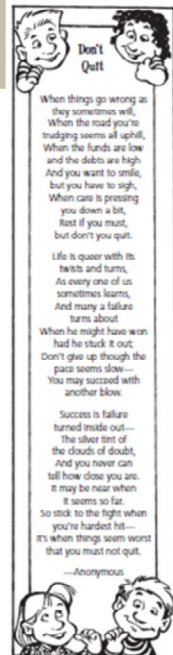
Terminal Learning Objective

ACTION: Apply acquired knowledge and techniques about Special Needs, welcome, and inclusion to the situation of an Army chapel congregation.

CONDITIONS: In a classroom environment, given access to AR 165-1, AR 608-18, and civilian church resources on inclusion and welcome.

STANDARD:

- Find regulations and religious requirements for chapel welcome
- Recall the roles of chapel personnel in inclusion
- Identify the common categories of special needs.
- Label chapel facility and program opportunities and obstacles.



Instructor Note: Have students read the TLO.

This training is for chapel leaders and volunteers. It provides a framework to plan for assisting people of all ages. As a result of this training, your chapel community will be better equipped to create further training and programs to welcome and accommodate all who are authorized and assigned support.

As a follow up on today's experience, we will offer further training for Special Needs Buddies on _____ (insert date/time).


Special Needs Buddies who assist adults & children & who need individual support, but the principles of welcome are the same to include all people.

Special Needs Buddies are people who are intentional friends and helpers. Today we will work on how ALL Chapel Attendees can provide this intentional friendship and help to all people.


The Golden Rule (Matthew 7:12) is really our theme today.

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

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Today's training topic is an overview of welcome and inclusion in Army Chapels. As Chaplains, Religious Affairs Specialists, Directors of Religious Education, and Volunteers deliver religious support to all people they lead chapels which are responsive and which enable Army readiness.

Dr Yeuell and I work to coordinate and train across Europe. We are constantly looking for best practices at 1 location which can be adapted/adopted for others.

Today's training is built on work done by a CARE Center volunteer, Julie Vannater who is also a DoDDS special educator.

Further information for our training is from Naomi Brubaker, Special Needs Team Lead at Hope Church in Henrico, Virginia. Naomi makes it possible for my niece, who is wheelchair bound, to be included in church.

Every installation has experts in house. These are EFMP staff at ACS and DoDDS special education teachers.

At USAG Bavaria, I have met Chona Natanauan, a special education teacher and chapel volunteer.

In Ansbach, the Craft Director for 2018 VBS was is a Special Education educator as well. The USAG Ansbach EFMP Program Manager, Margarita Boswell, has also been a huge help and encouragement for this process.

Relevant Regulations

- AR 608-18
- AR 608-1
- AR 165-1
- Chaplain Corps Child Protection Guidance
- Implementing Guidance Chapel Volunteer Management
- Chaplain Corps Activities Registration
- 10 USC 1789: Chaplain-led Programs: Authorized Support

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On the screen you will see relevant regulatory documents behind our chapels' welcome. Your congregation's beliefs and practices might have additional ways to understand and establish welcome.

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



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Each person has a role in the chapel community.

As you entered class, you received a handout of citations.

On the screen, you see a list of people who have a role in making the chapel a welcoming place for all people.

Look at your handout, and let's notice the relevant regulations.

What are some specific tasks that each person performs.

Suggested answers are:

- Garrison Commander – Title 10, AR 165-1 - religious support for all assigned people regardless of religious preference or of their unique needs.
- Garrison Chaplain – AR 165-1 – Advise the Commander and implement Commander's religious support plan. Provide religious support for all people getting assistance where needed.
- Religious Affairs NCOIC – AR 165-1 - DA Pam 611–21 – Coordinates force protection and personal security and integrate religious operations
- Director of Religious Education – AR 165-1, chapter 5 & PD - Advise the Chaplain, ensure a comprehensive RE strategy for all authorized people
- Special Needs Coordinator – Volunteer PD, AR 165-1, AR 608-1 - to organize inclusion for people who self-identify with needs
- Special Needs Buddies –Volunteer PD, AR 165-1, AR 608-1 - to work with individuals who need assistance or accommodations
- Contractors – AR 165-1, Performance work statement – ensure services are compliant with Federal

requirements

- All Volunteers – Volunteer PD, AR 165-1, AR 608-1 - work under the supervision of the Sponsoring Chaplain to put pieces of religious support together
- All Chapel Attendees – grow in their own faith while they request support for self and others

Make note of other ideas to improve this training for the future.



Break into groups of 3-4 people.

Your group will use what you know about chapel requirements and roles to respond to a real world situation of welcome in a chapel. Your Group will be assigned a Scenario and a Role.

Your response will be examples of what an appropriate response might be. Your examples should be appropriate to your "Chapel Role," informed by your faith tradition, responsive to regulations, and welcome authorized personnel.

Take 5 minutes for your conversation.

When the group comes back together, invite 2 groups to share their scenario and response. How is their response appropriate to their "Chapel Role," informed by their faith tradition, responsive to regulations, and welcome authorized personnel.

Scenarios:

1. Person wearing their hoodie up walks into worship during Mass. He walks straight to the altar as the priest is breaking the bread.
2. There are classes and worship services going on all around the building. You smell smoke.
3. You are teaching a chapel class, and one of your participants has limited English language fluency.
4. You have been asked to be a Special Needs Buddy for a child who frequently tries to run away from Children’s Church.
5. A family registers for chapel programs and has a child who is identified as EFMP.
6. Single Soldier tells you that she is of a "low density religious group" and wants support in her own religious tradition.
7. A mother wants to attend chapel, but her child has a life-threatening nut allergy.
8. A Garrison employee will be on crutches for the next 3 months.
9. Duty schedules have changed, and many assigned Soldiers are working on Sundays.
10. Deployment is scheduled for the same week as VBS.
11. A Soldier tells you that he is new to the installation. He wants to know what chapel programs are going on.
12. An occasional attendee says that he is about to PCS.

Chapel Roles:

- A. Garrison Commander
- B. Garrison Chaplain
- C. Religious Affairs NCOIC
- D. Director of Religious Education
- E. Special Needs Coordinator
- F. Special Needs Buddies
- G. Chapel contractors
- H. All Volunteers
- I. All Chapel Attendees

Garrison Chaplains' Handbook

CHAPEL PROGRAMS


- What spiritual resiliency programs do we provide for our Installation population?
- What Chapel services do we provide? What DRGLs do we have providing services?
- What are the top spiritual, emotional, moral challenges and needs on this installation?
- What are the top two or three recommendations for Garrison to improve the quality of community life here?

TIPS DURING WORSHIP

- Be visible
- Greet members and visitors
- Report suspicious activity immediately to your local law enforcement
- Have staff or volunteers monitor general gathering areas and all points of entry
- Be observant for indicators of unusual emotion, behavior, or appearance that could be linked to problem behavior

- six Service Support Programs (SSP)
 - advise the Command
 - worship
 - religious education
 - pastoral care and counseling
 - Soldier and Family ministries
 - training

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Religious Support is an **entitlement** to Soldiers as well as authorized/assigned Civilians and Families.

The Federal government has determined that Religious Support has a few important elements.

Is there anyone who can already give an example of the Essential Elements of Religion?

2–3. Religious support capabilities and core competencies

a. The Army Chaplain Corps is organized to provide responsive religious support at all levels across the full range of Army operations. Religious support includes providing essential elements of religion to include worship, religious rites, sacraments and ordinances, holy days and observances, pastoral care and counseling, and religious education.

The Federal government has determined that not everyone off the street is entitled to support, but the government is clear that the Commander provides to the people through the Chaplain Corps (and with the support of a robust volunteer team).

Who is Assigned and Authorized?

Army ML	Other ML	US MIL TOTAL	DAC CIV	LN CIV	CONTR	Other CIV	Total Civ	ML DEPN	DAC DEPN	TOTAL DEPN	TOTAL ASSIGNED AUTH SPT	Est. Retire & Depn (see FY1402 3rd Pop Report)	ML+CIV TDY / Rotational Pn	
Army							United States							
Faith Group	Active	%			Faith Group	% of US Population	% of IMCOM EASIP participants in this DFG RE FY14Q2							
Atheist	3,126	0.6			Atheist	1.6%	No report							
Buddhist	2,250	0.4			Buddhist	0.7%	0.00%							
Protestant	280,193	53.1			General Protestant	51.6%	1.94%							
Catholic	99,594	18.9			Catholic	23.9%	1.51%							
Orthodox	595	0.1			Orthodox Christian	0.6%	0.00%							
Hindu	567	0.1			Hindu	0.4%	No report							
Jewish	1,875	0.4			Jewish	1.7%	0.01%							
Muslim	1,853	0.4			Muslim	0.6%	0.01%							
No Preference/Unknown	134,216	25.4			No Pref / Unknown	12.1%	No report							
Other Religions	3,801	0.7			Other	4.8%	0.00%							
TOTAL	528,070				Letter Day Saints	1.7%	0.05%							
						Wiccan	<0.3%	0.00%						

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I get frequent questions about who MAY attend chapel programs and who MUST be supported by the chapel. Here is a little information. On the screen, you see the religious preferences for the Army and the USA. We have obligations to religious groups. You also see a listing across the top of the Army Stationing (ASIP) categories.

By regulation, the SENIOR CHAPLAIN (SrCH):

- provides executive-level, installation-wide religious support, oversight, and advice for the Army-designated Senior Commander (SC)
- ensures religious support for Soldiers, their Family members, and authorized civilians on the installation, as a Title 10 entitlement and readiness enabler

Chapels exist to support all authorized and assigned Soldiers, Civilians, and Families.
Who are they?

AR 165-1, para 2-1. f.

Religious support activities using Government facilities are a primary entitlement for Soldiers, their Family members, DOD Civilians, and other authorized personnel. Access to or use of these facilities is subject to law, local command approval, and CMRP priorities. While certain activities may be open to the public, attendance at such activities does not lead to any claim on further pastoral ministry or coverage for unauthorized personnel.

Let's transfer understandings of assigned and authorized into the settings of welcome and inclusion.

Imagine a Soldier approaches you and says that his daughter has a newly identified (and severe) peanut allergy. They have been active in your chapel, but now they have to carry an epi-pen because she nearly died from her allergy last month. What is your response?

Welcoming All People Includes

- Being prepared for all sorts of situations
- Being ready to meet needs
- Integrating welcome with faith and practice

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In the next slides we will respond to situations. You will respond using the role that you play in the chapel.

This training dovetails with Active Threat Training, emergency preparedness plans, and training on Chaplaincy Confidential Communication.

- How do conversations about Special Needs fit with:

- Threats? Emergencies? Confidential communication? Other issues of welcome?

Discussion from Smart Pages p.37

- Are families affected by disability part of the building blocks of your chapel? Or do they feel isolated and set apart?
 - Are there other groups/individuals who might feel set apart from the chapel?
- Before the church can effectively begin this welcoming project, some existing walls to welcome may need to be destroyed.
 - The best ways to discover these barriers is to look deeply into the heart of all children and adults.
 - Discover think about the demographics and individuals who are here.
 - Survey the physical, developmental and emotional needs of people in your congregation.
 - Pretend to put yourself in a special needs person's body, and go through your chapel to discover the walls (issues) that need renovation.
- Physical Barriers
 - Some chapels present physical barriers. Step into the body of a person with a disability, Is there a transportation barrier?
 - Some people may have limited access, particularly on weekends and evenings, to getting to chapel.
 - Are there medical barriers to attending a germ-infested environment?
 - If our congregations are not the building but people of God', is there a way to bring the congregation into those homes?
 - Each person should be able to go to the bathroom and get a drink of water while at church.
 - Hallways, aisles, and individual rooms must accommodate physical needs. Assume differing physical perspectives, note obstacles.
- Content and Materials Barriers
 - Step into a child's mind, body and learning style. How are your chapel programs welcoming for those differing styles.
 - Each person needs to enter into a conversation with God during worship time. If a person is not able to speak, how can he or she sing God's praises? If a person is not able to read, how can he or she participate meaningfully in that activity through discussion?
 - Simply getting in the building is not enough. Creatively think through taking down the issues (walls) of participation.
- Congregational Vision Barriers
 - Look into the heads and hearts of your congregation. Many times people will ask, "Who is in the Special Needs program of this church?"
 - However, it's a laughable question. "Who is in the inclusion program?" The answer is "Everyone." That's the nature of welcome/inclusion.
 - While significant time must be spent on disability awareness, it's important to balance that with an equal dose of welcome to all.
 - Chaplains, Religious Affairs Specialists, DREs, ushers, volunteers, contractors, and attendees - ALL need a chance to catch the vision.
 - There needs to be a clear Chapel-wide effort to recognize inclusion as a highly valuable goal for your program.
 - Everyone needs to see that chapel family is blessed by bringing in those with varied gifts and needs.

- Each person God and Country sends will be considered an honored gift to the community—no exceptions.
- This message must be shared repeatedly in different ways. Sermons, written materials, newcomer training, volunteer training, children’s lessons and paid-staff training need to include clear instructions on the intent and practices of your church.
- Inclusion awareness will emphasize the interconnections and mutual blessings we receive from one another within faith.
- Fear and Misperception Barriers(Discussion from Smart Pages p.38)
 - Inclusion awareness needs to offer opportunities to learn.
 - While we can spend a great deal of time talking about one sort of disability or another, that disability is only one facet of an individual.
 - Make sure, however, that you have permission to talk about a specific person. You must have the consent of that person (or parents or guardians) before giving out information.
 - Barbara J. Newman’s book Helping Kids Include Kids with Disabilities may be a great help because it contains ideas for teaching accurately and positively about individuals with different special needs as well as about differences in general.
- Personal Barriers
 - It’s important to examine your own heart. Do you agree that you are responsible for the spiritual growth and nurture of all the Soldiers, Civilians, and Families that God and Country send to you?

What is a Special Need?

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



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Here is a sample Chaplain Corps Activity Registration (CCAR). Notice the question - "Do you (your child) have any special needs that we should be aware of?" If the answer is yes, then a representative of the chapel will contact. When people register, we invite them to ask for help, and we will have a trained-caring chapel leader learn how we can welcome.

The content of the conversation in that contact will be something like the Handout Smart Pages p.153.

As Army professionals and chapel volunteers we know that we want to DO something, but this training helps us sort out WHAT to do.


- Because the Army Chaplain Corps is bound by constraints of "privileged and confidential communications," the training that Smart Pages and even Army EFMP have are not quite all we need.
- How can we have these sorts of sensitive conversations and provide the sort of sensitive care that Special Needs requires without infringing upon privileged and confidential.
- See also USACHCS Training on Communication, slide 10.

Discussion from Smart Pages p.281:

- Blessed to be a blessing" is not a cliché for Rhea Tavares.
 - The 32-year-old works as an advocate for children with special needs who immigrate to the United States. She helps families understand special-education laws and ensures access to proper care and resources. Rhea's desire to give back is rooted in her gratitude for her own success in spite of a disability. Rhea was born in Brazil, where physical or mental disabilities are viewed as curses from God or consequences for wrongs done.
 - Rhea's forearms were very short and had one crooked finger growing from each of them.
 - Initially, Rhea's father blamed himself. He saw the disability as divine retribution. "My mother never rejected me. That's why I never gave up,"
 - She moved to the United States at the age of 16, and for the past 10 years, through the Federation for Children with Special Needs in Boston, she has helped hundreds of Brazilian families who have come to the United States. Many of these families deal with the same language barriers and cultural stigmata she had faced.
 - Although people are starting to get educated, Rhea said misconceptions still exist. For example, certain religious denominations in Brazil still believe autistic children are not disabled but demon possessed.
- Crossing Cross-Cultural Barriers


- Churches serve an increasing number of immigrant families with beliefs and practices that differ from those of mainstream America. Your teachers must be aware of the mores of the various cultures represented in the congregation. The apostle Paul encourages us in 1 Corinthians 9:22 to be all things to all people in order to bring them to Christ.
- According to the National Organization on Disability (NOD), America has 54 million men, women and children with disabilities. Worldwide the number is 650 million people.
- The Church not only faces logistical facility issues to serve children with disabilities but also must cross cultural barriers to meet the needs of this underserved population.
- The Religion and Disability Program of NOD has initiated partnerships with seminaries to provide information that equips religious leaders to work alongside children and adults with disabilities.
- Education is the key to changing such deep-rooted misconceptions, and NOD has partnered with the United Nations World Programme of Action Concerning Disabled Persons to recognize nations that have expanded the participation of people with disabilities for economic, humanitarian and social reasons.

Army EFMP Definition




Exceptional Service

Exceptional Families



All children can learn!

DirectSTEP® Courses at NO CHARGE to Soldiers/Family Members




The Army Exceptional Family Member Program (EFMP) has partnered with LRP Publications to bring DirectSTEP® eCourses at NO CHARGE to Soldiers/Family Members, Army EFMP staff and Special Education staff associated with teaching military children. DirectSTEP® is an excellent opportunity for anyone seeking to gain a better understanding of Special Education and related topics. It is an outstanding resource that explains legal requirements, best practices for behavior management, autism, IDEA eligibility, IEPs and more. DirectSTEP® eCourses teach staff, parents and educators how to handle critical education issues to obtain positive outcomes.

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EFMP is the Exceptional Family Member Program.

- Military Families with a special needs Family member, also known as an Exceptional Family Member (EFM), often require additional help in meeting the EFM's needs. To support Families with special needs, the Army created the Exceptional Family Member Program (EFMP) in the early 1980's.
- The Army designed the EFMP to be a comprehensive, coordinated, multi-agency program that provides community support, housing, medical, educational, and personnel services to military Families with an EFM. This web site focuses on your interaction with the medical portion of EFMP.
- Approximately 10% of Army Families have members with special needs, including spouses, children, or dependent parents who require special medical or educational services.

This is an identifier that means that the Army has identified needs and commits to taking care of those needs.

If you or your family member has been identified as EFMP, then your needs are definitely part of this conversation. However, we want to make sure that our Army Chapels do not single out "those" people. We want our Army Chapels to include all

people.

Your garrison EFMP Program Manager is your local expert on these things.

EFMP inclusion is a large part of being a welcoming chapel. However both the Army requirements and your faith call you to establish this welcome.

Most Common Categories for Children

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



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These are several common categories of special needs for children. It list is not all inclusive. Handout Smart Pages p.34

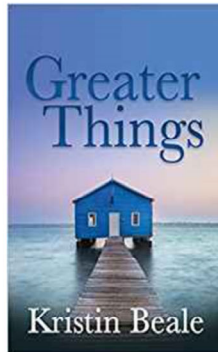
- Let's use the handout and have a discussion about several of these categories. I also have information for the conversation from Smart Pages p.33.
- Note that there are disabilities that are lifelong, and there are others which stem from trauma, disease, or injury.

Use the following notes to answer questions and guide the conversation:

- Learning Disability - Learning disabled students are those students who demonstrate a significant discrepancy between academic achievement and intellectual ability. They generally do not respond to traditional teaching methods.
- Autism Spectrum Disorder—A broad term of diagnoses for autism, pervasive developmental disorder (PDD), Asperger's syndrome and Rett syndrome. Children with this condition may have delayed and/or limited social skills and language; they also may be overly sensitive to sound and light and be resistant to change.
- Behavioral Disorders—A broad term for conditions that generally arise from chemical imbalances. The most common behavioral disorder is attention-deficit/hyperactivity disorder (AD/HD), which causes constant movement and an inability to focus on a task. An older term for AD/HD but one still often used is "attention-deficit disorder," or "ADD."
- Bipolar Disorder (BP)—An emotional disorder marked by manic-depressive swings, anxiety and anger issues that interfere with positive interaction with peers or family.
- BP can be detrimental to a child's self-esteem, success and academic achievement; and a child with BP can become dangerous to him- or herself or to others.
- Cerebral Palsy (CP)—A condition characterized by the inability to control muscular movements due to either damage to or faulty development of the motor controls of the brain. This is not one specific disease; rather, it is a group of disabling conditions that all contribute to lack of muscle control. CP can cause uncontrolled movement of limbs, head and eyes and can cause poor balance.
- Developmental/Cognitive Disabilities—A category that includes mental retardation, slow learners, Down syndrome and fetal alcohol syndrome. Difficulties in basic thinking and learning may be moderate, severe or profound.
- Dyslexia—A learning disability involving reading, writing and spelling. Children with dyslexia confuse sounds and see words backwards or in the wrong order. Many are gifted in other areas such as art, music or athletics.
- Emotional Disorders—See behavioral disorders.
- Epilepsy—A condition of the brain characterized by recurrent seizures. It affects 2 percent of the population, but the prognosis is good when children adhere to prescribed treatment.
- Head Injury—Damage to the brain caused by sudden trauma. It can be mild with no lasting effect to so severe that a person may be left in a vegetative state. The severity and location of the injury and the age and general health of the individual will determine if the individual will have any lasting disability.

- Hearing Impairment—A condition that prevents full use of the sense. It can be partial or total in degree and may occur at birth or later in life. Causes include birth defects, disease, trauma, accident and aging.
- Language Impairment—See speech and language impairments.
- Muscular Dystrophy (MD)—A disease in which the voluntary muscles gradually weaken and degenerate. The muscles appear normal, but internally, they are wasting away. In the disease's early stages, a child with MD uses crutches; eventually a wheelchair is needed and ultimately, the person with MD is confined to bed. MD strikes children during early childhood and shortens life spans.
- Speech and Language Impairments—A category of conditions of delayed oral motor function ranging from simple sound substitution to the inability to understand or use language.
- Spina Bifida—A condition in which the bones that cover and protect the spinal cord fail to develop fully, causing difficulty with walking and an inability for lower extremities to sense pressure, friction, heat or cold; also results in an inability to control bladder and bowel function.
- Spinal Cord Injury—A condition caused by a fracture or compression of the vertebrae that results in paralysis. A paraplegic is a person who is paralyzed from the waist down. A quadriplegic is a person who has paralysis in all four limbs.
- Stroke—Sudden damage to the brain due to a lack of oxygen because blood flow to the brain has been interrupted.
- Strokes range from being so slight that they go unnoticed to so severe that they result in death. A child who has suffered a stroke may exhibit a wide range of needs, depending on the stroke's severity and the side of the brain injured.
- Visual Impairments—See hearing impairment.

On the flipside, what about Adults?



- Hearing
- PTSD
- English as a Second Language
- Mental Health
- Physical Injuries
- Allergies

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Welcome and Inclusion is not a CHILD issue. Adults might have needs remaining from childhood, but they might also have issues that have emerged through injury, illness, or trauma. Some of the issues listed on the screen.

Why have I included English as a Second Language (ESL) in our list of needs?

- ESL definitely IS not an EFMP issue, but it is an issue of inclusion and welcome.

Without revealing privacy issues, what other accommodation needs might be present in your community?

I have included Greater Things on this slide; it is a great autobiography that can help you understand the issues that adolescents and adults might face. Kristin Beale was 15 years old when she was in a boating accident. She is wheelchair bound. Her faith and her congregation are key parts of her survival and success. She

In our community, we have many adults who are assigned and authorized our support whose needs are on a broad range. Often when people talk Special Needs, they think about children. But the Army Chaplaincy is to provide religious support for ALL authorized and assigned people; this means taking adults' special needs into account.

All Soldiers, Civilians, and Families

PCS

Grief

Transition



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Our chapels have a full 1/3 turnover every year.
Every year, about 1/3 of our people leave and a new group arrives.

The entire Army is structured around deployment!

Regardless of other needs, we ALL experience issues of separation, transition, and grief.

These are NORMAL parts of Army Chapels, but these are also needs that require special attention and care.

Let's Play

Building Challenge

- Group of 4
- A race to create

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Building Challenge:

- Your group will be challenged to complete an activity. You have 15 minutes to read your instructions and complete the activity.
- Each of you will receive an instruction card, but you may not share your instructions with anyone else.
- We will reconvene in 20 minutes, and yes, you may each get a snack before we come back together.
- Note to Instructor – Give each group a set of 4 instruction cards. The cards are the same for each group except for Card D; each group has a different Leader Card. On the back of each card, there is a letter. Card A is handed out first. The rest of the cards and the building supplies are handed out AFTER the Card A participant has put on the blindfold.
 - A – Time Card – Set a timer for 12 minutes. Now put on a blindfold. You really want to help build. You are focused on the timeliness of the product completion, but you cannot see what is happening.
 - B – Question Card – As your group builds, your priority is to make sure that everyone feels included. You will ask questions every 1 minute, even if others are talking; your questions are not about the construction. You are looking out for their individual feelings. Success is in team and its shared work rather than in the product.
 - C – Energy Card – You are committed to your group's energy. Your goal is to make sure that each person gets a snack and has a chance to stretch. Model these behaviors by never sitting down, stretching every 45 seconds, taking your own bathroom break, or getting your own snack. You may ask and offer to bring snacks to others. Success is in the energy of the group.
 - D – Leader Card – Your group's goal is to use the Tinker Toys to create a structure which can **support a minimum of 5 action figures**. You may NOT write notes or speak to anyone. Success is in the project completion & the quality of your structure.
 - D – Leader Card – Your group's goal is to use the Tinker Toys to create a structure which can **move 5 action figures between 2 tables**. You may NOT write notes or speak to anyone. Success is in the project completion & the quality of your structure.
 - D – Leader Card – Your group's goal is to use the Tinker Toys to create a structure which can **swing 3 action figures like a pendulum**. You may NOT write notes or speak to anyone. Success is in the project completion & the quality of your structure.
 - D – Leader Card – Your group's goal is to use the Tinker Toys to create a structure which can **spin 6 action figures**. You may NOT write notes or speak to anyone. Success is in the project completion & the quality of your structure.

Each participant will lay his/her card facedown after reading it.

Before the class, the leader will mark the back of each "card" with the appropriate letter.

You should have 1 set of cards for each group.

Note that there are 4 different versions of Card D.



- Put only 1 Card D with each group.

Let's Play

Reflect on your Activity

<p><u>Audit of Barriers</u></p> <p><input type="checkbox"/> www.nod.org</p>	<p><u>Building Challenge</u></p> <p><input type="checkbox"/> Group of 4</p> <p><input type="checkbox"/> A race to create</p>
--	---

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1 was more of a planning exercise. 2 was more of an experiencing exercise. Use the debriefing guide based on which activity your class selected.

Audit of Barriers

- www.nod.org
- Let's hear your audit results. You have just learned about a lot of Special Needs that Soldiers, Civilians, and Families have. This activity can lead to a practical action plan for immediate and long term accommodations.
- How is this building (and your programs) welcoming (barrier-free)? In your own role (as CH/RAS/CTR/CIV/VOL), what can you do?
- Chaplains, DREs, and Religious Affairs Specialists – let's plan to talk later about specifics.

Building Challenge:

- This was an activity about including all people even though each group member has different abilities.
- Card D – Please read your card. Did you complete the given task? You were not permitted to write or speak. What ways did you find to communicate?
- Card A – Please read your card. You were the time keeper, but you could not see the task. How did you know time was passing? How were you able to participate? What did you find overwhelming?
- Card C – Please read your card. You brought energy and refreshment to the group. Did everyone in your group get a snack? How did your group members respond to you?
- Card B – Please read your card. You were focused on the people rather than on the product. How was your goal consistent with others' goals? How was your goal different?
- Some of you simulated vision impairments, others behavior disorders, others speech/language barriers, and others with social disorders.
- What are some barriers How can your chapel programs welcome people who are "like" the characteristics on your card?
- This activity was to help us see our chapels as others see us.

Proposed 4 Pronged Approach to Welcome

1. Emergency Preparation
2. Special Needs Program
3. Whole Chapel Readiness
4. Whole Chapel Welcome

Accessibility Checklist	
<input type="checkbox"/> 1. Inclusive – The church's philosophy of ministry is one of inclusiveness.	<input type="checkbox"/> 6. Assimilating – The church is assimilating people with disabilities into the church, so the people with disabilities are making up a growing percentage of the congregation.
<input type="checkbox"/> 2. Biblical – The church understands and implements the biblical principles of disability ministry.	<input type="checkbox"/> 7. Preaching – People with disabilities hold positions of leadership and service in the church outside the disability ministry.
<input type="checkbox"/> 3. Accessibility – The church is accessible physically, audibly and visually, or is implementing a plan to become accessible.	<input type="checkbox"/> 8. Multiplying – The church is multiplying leaders in disability ministry and sending them to minister within the church and in the larger community.
<input type="checkbox"/> 4. Practical – The church understands the practical life needs of children and adults with disabilities and their families and is implementing a plan to meet them.	
<input type="checkbox"/> 5. Evangelism and Discipleship – The church is intentionally and systematically evangelizing and discipling people with disabilities.	

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In the next slides we will respond to situations. You will respond using the role that you play in the chapel.

Reference to:

- Active Threat Training, emergency preparedness plans.
- Smart Pages p.297

Throughout our communities, we see efforts being made to ensure that people with disabilities have greater access to the world around them. Businesses and offices have set aside parking spaces for people with disabilities. Stores have widened their aisles and sometimes offer shopping assistance for those who are unable to reach high shelves or have available electric carts for those who have poor mobility. National parks offer special hiking paths for blind visitors and sign language interpreters for people who have a hearing impairment.

Be a Role Model

Even though progress is being made, there is still a long way to go. The barriers, both physical and attitudinal, are still many in number. What is most unfortunate is that people with disabilities have found that churches lag far behind businesses and offices in the efforts to eliminate barriers.

The one place anyone and everyone should feel welcome, regardless of his or her mental or physical condition, is the church; yet many churches still are not welcoming people with special needs. You have an opportunity to let your church shine out to the community as a place where people with disabilities are truly welcome. You can serve as a role model to your community.

The best way to determine what your church can do to become barrier free is to take a careful look at the "Accessibility Checklist" (p. 298). As you go through the checklist, you will find ways you can make your church a more user-friendly place for children and adults with special needs.

Joni and Friends is committed to accelerating Christian ministry in the disability community. One of the ways we are doing this is through our nationwide Field Ministry Offices and our Department of Church Relations. If you are searching for advice, resources and training, you can call the field office in your area.

They can tell you about local training events, director's groups and new materials.

They will also answer your questions, pray for your needs and encourage you along the way. (To locate the closest JAF Field team, visit the JAF website at <http://www.joniandfriends.org>.)

andfriends.org.)

Sometimes the most helpful thing you can do is talk to leaders who have started disability ministries in other churches. Our Field Ministry maintains a list of these churches, which is also posted on the JAF website.

Provide Financial Assistance

Your church may want to establish a scholarship fund to sponsor leadership training or to pay a family's way to a camp or JAF Family Retreat. From time to time, your church may become aware that a family affected by disability is experiencing a financial crisis. A special fund can help you meet that need and reach them for Christ.

The Christian Fund for the Disabled (CFD) provides one-time grants to qualifying individuals through the churches that are willing to provide matching funds.

The CFD is administered through Joni and Friends and its area ministries in the United States. Applications are sent to the CFD committee for review. Grant requests must reflect a practical or educational need relating to a disability concern, or a disability ministry outreach project or program that includes an evangelism component. This foundation simply wishes to contribute financial assistance on a matching grant basis, all with an emphasis on providing ministry, practical assistance and a demonstration of Christ's love to people with disabilities to strengthen or create a relationship between people with disabilities and their local church. (To learn more, visit <http://www.joniandfriends.org/resources.php>.)

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General Considerations for All Persons with Special Needs

1. Listen to what the person says about ability and needs; ask questions.
2. Identify their 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!



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All children can learn.

All people can participate in religious support.

Soldiers, Civilians, and their families who have Disabilities or other special needs often face challenges and barriers that limit their ability to access religious programs.

Chapel programs have the capability to enhance resilience by removing some of the barriers for this population's inclusion.

Key words are accommodation and inclusion.

- How does your chapel welcome all authorized and assigned people?
- How can the chapel be ready for Special Needs and All Needs?

Chapel Programs Balancing Needs & Welcoming All



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Many religious traditions believe that full spectrum religious education includes an engagement in multigenerational worship & activities.

*See the baby being taught to practice public piety. The baby is also surrounded people who welcome her in reciprocal relationships - social scaffolding that is embedded in religiosity.

Watch the video

*Listen to the voice next to the camera singing along with the choir. That is my mom, with Alzheimers. She was raised as one of those babies in church. The tenets of faith and practice of public piety are embedded in her deepest memory; even up to her last days, she was able to sing with the music remembering the words - they were memorized when she was that baby and are easily engaged because of the welcome - scaffolding- in the same community that surrounds that baby.

Trust is a basic requirement of learning and human capacity. This worship service is teaching and providing for all ages.

One congregation provides this welcome card to all people. The ushers have this as part of their welcome materials. Notice that it is a way to start manage expectations for all people regardless of needs.

Welcoming Special Needs includes welcoming all people – it is a process of intentionality.

What Does an Usher Do?

Celebrating Children at Saint Alban's



TO THE PARENTS OF OUR YOUNG CHILDREN, MAY WE SUGGEST...

- + Relax! God put the wiggle in children; don't feel that you have to suppress it in God's house. All are welcome!
- + Sit toward the front where it is easier for your little ones to see and hear what's going on. They tire of seeing the backs of others' heads.
- + Quietly explain the parts of the Service and actions of the priest, altar servers, musicians, acolytes, readers, ushers, etc.
- + Sing the hymns, pray, and voice the responses. Children learn liturgical behavior by copying you.
- + If you have to leave the service with your child, feel free to do so, but please come back. As Jesus said, "Let the children come to me."
- + Remember that the way we welcome children in church directly affects the way they respond to the Church, to God, and to one another. Let them know that they are at home in this place of worship.

TO THE MEMBERS OF OUR COMMUNITY...

- + The presence of children is a gift to the Church.
- + They are a reminder that our community is growing.
- + Please welcome our children and give a smile of encouragement to their parents.

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Insert content from Usher training

Intention - The most important way in which relationships and congregations have the potential for influence is intention. This is the concept that a significant adult, whether they feel efficacious or not, may be intentional because of their desire to be effective. Intention is a multifaceted set of activities.

- A persistent *attitude* of positive relationships is visible and significant.
- Intention is evidenced in body language and including eye to eye contact. Nonverbal communication proves respect and presence.
- When volunteer ushers provide welcome they demonstrate intention. Research shows that the intentional welcome which ushers provide is significant in the lives and resilience of chapel participants.

Showing up, and welcoming people eye to eye is the first part of chapel welcome.

What is a Special Needs Coordinator?

A person willing to plan for assistance, support and friendship to people who need extra support/accommodations during their time at the chapel.



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Religious Education Options

Inclusion Model

Children with special needs are included in the ongoing religious education program

Pullout Model

A separate class for children with special needs during the ongoing religious education program

Respite Care/Parent's Night Out Model

Religious education for children with special needs is conducted at a separate time from the ongoing religious education program

Maybe we can dream big and have a Special Needs Coordinator who is a volunteer under REPD supervision working with volunteers in each chapel?

- Maybe just a Coordinator in each congregation with one for the whole Garrison?

What is a Special Needs Coordinator?

Sample Disability Planning Calendar

Goals for _____ (Year)
What are the goals that our ministry needs to do in the coming year?

Category **Sample** **Activities**

A. TRAINING/EDUCATION OPPORTUNITIES FOR MEMBERS	1. Conduct a Disability Ministry Class	2. Conduct a Disability Experience Class	3.
B. AWAKENING INTEREST FOR THE CHURCH	1. Disability Ministry Study	2. Prayer (2) for individuals with programs	3.
C. OUTREACH EVENT	1. "Special Delivery"	2. Assist and/or assist families for Family Outreach	3. Participate in other church events
D. ASSISTING INDIVIDUALS WITH NEEDS	1. Register individuals of disability	2.	3.
E. RECORDING	1. Disability Ministry Study	2.	3.
F. RELATIONSHIP WITH CHURCH LEADERSHIP	1. Pastoral Care/Practical for ministry and ministry	2.	3.
G. PLANNING AND ADMINISTRATION	1. Planning meeting with Disability Ministry Outreach Staff	2.	3.

*The responsibilities listed are not to be done in isolation and are intended to be done in conjunction with the church's overall program.

Disability Ministry Planning Calendar
 Year: 2020

January New Year Service for all Disability Ministry Outreach members and participants	February Disability Ministry (2) program for (2) individuals	March Disability Ministry Study at Pastoral Care
April	May	June Disability Ministry (2) program for (2) individuals
July Start up for ministry program	August Disability Ministry Study	September
October	November	December

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Review SN Coordinator PD

What is the Chapel Welcome Plan?

Inclusion

Pullout

Respite Care



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Religious Education Options

Inclusion Model

Children with special needs are included in the ongoing religious education program

Pullout Model

A separate class for children with special needs during the ongoing religious education program

Respite Care/Parent's Night Out Model

Religious education for children with special needs is conducted at a separate time from the ongoing religious education program

Smart Pages p.285

When calling your church leadership to follow the biblical mandate on disability ministry in the local congregation, it is best to begin with the common doctrines that leaders accept and have a desire to apply. The brief discussions here of some of the doctrines offer a reasonable starting place for you to expand from.

God's Kingdom

The kingdom of God is the reign of God over all things.

Throughout the Gospels, we see that the coming of the Kingdom means the restoration of all things, more and more, to their intended purpose and the bringing of everything under the authority of the King. The coming of the Kingdom increasingly brings the presence of shalom, which one preacher describes as "Nothing broken. Nothing missing." As the Kingdom progresses, lives are changed, families are changed, communities are changed, culture is changed and even creation is changed. All of life is redeemed.

A theology of the Kingdom also recognizes the "already-not-yet-ness" of the kingdom of God—the hard reality that the Kingdom is truly here in part but will not be here in its fullness until the consummation of history. It means pursuing wholeness in the lives of people with disabilities as agents of the Kingdom. This implies that in this lifetime, shalom can be experienced in part but not in its entirety. The concept of the kingdom of God is a beautiful, far-reaching view of disability in the context of all of life.

Christ's Body

The Pauline metaphors of the Body of Christ provide powerful imagery that supplies an undeniable mandate about the necessity and blessing of diversity in our midst. Very specific examples of varying abilities and gifts are fleshed out at length in Romans 12, 1 Corinthians 12 and Ephesians 4. These passages about the Body of Christ remind us that everyone has spiritual gifts, every person has an important part to play in the Body, none of us has the right to dismiss any other part of the Body and differentness actually promotes oneness. Positive and encouraging descriptions of the Body of Christ provide a wonderful word picture of the inclusive congregational life to which God calls us.

God's Image

The doctrine of the image of God is firmly established in the creation account of Genesis 1, in addition to many other passages (see Genesis 5:1; 9:6; Colossians 3:9-10; James 3:9; among others). The concept of the image of God can be thought of as something we are and something we do. In other words, we are created in the image and likeness of God, and as such we reflect God. The image of God is the basis for human value and, therefore, the

basis for respect-based relationships. Imparting a deep sense of worth into the lives of people with different abilities, the doctrine of the image of God is an essential element of disability ministry. When we engage inherently valuable people with disabilities, we image God in the active sense of doing so. We reflect God's character when we embrace those whom society often rejects. As a result, we are doubly blessed—not only by individuals who are God's precious creation in our midst, but also by the ways that God restores His image in our own fractured lives by developing character qualities that reflect His.

Mercy, or Compassion

St. Gregory of Nyssa once said, "Mercy is a voluntary sorrow which enjoins itself to the suffering of another."

While living with a disability is not necessarily defined as suffering, there are many aspects of relentless difficulty that often impact the lives of people with disabilities.

Mercy, or compassion, calls us to acknowledge those difficulties and to respond to people affected by them. The Gospels are full of examples of Christ's expressions of mercy toward people He encountered. The Church is the hands and feet of Christ on Earth. But acts of kindness offered with attitudes of arrogance are resented by families with disabilities. Mercy is not just entering another's difficulty; it is doing so with honor and respect.

Justice

Throughout Scripture, there are hundreds of references to the word "justice" or a form of that word. Identified as one of God's attributes, justice is near to God's heart.

Scripture warns us about injustices committed against the poor and the oppressed. Whether dealing with inclusion issues in the local church or helping to restore social service systems in the community, a disability ministry has as its center biblical justice.

Hospitality

Some congregations have a rich history in the area of hospitality. Hospitality literally means "to love a stranger." It involves welcoming those who are outside of our typical circles and doing so in genuinely loving ways. The Gospels abound with examples of Jesus welcoming and loving those who were marginalized by society.

Smart Pages p.286

Evangelism

In the parable of the great banquet in Luke 14:15-24, Jesus told us to go where people are and invite them to church—and don't stop until the church is full. Jesus clearly included people with disabilities in the invitation.

If your church leaders are committed to evangelism and discipleship, people with disabilities are one of the world's most unreached people groups.

The Word of God is the truth that transforms lives.

The process of change must begin in the hearts of leaders.

And it will begin when they focus on imparting God's truth to others in ways that the others can understand.

Transformation takes time and is a process that involves several things:

- Engaging in the biblical truths of disability ministry
- Explaining the applications of doctrine and theology
- Educating your congregation on real-life issues
- Equipping people with ideas and support
- Encouraging loving action
- Exhorting a higher level of commitment
- Expecting results from one another in your faith community

The peace of Christ calls us to be peacemakers in the Church and in the Kingdom. Disability ministry calls Christians to bring shalom—completeness, wholeness and harmony—to the Body of Christ and the world around us.

The coming of the Kingdom of God in our lives is truly good news—good news that contagiously affects all we do and say. The Gospel of Christ is to permeate our relationships while we pursue the purpose of peace, promote the process of transformation and emulate the posture of the Lord Jesus.

When children and adults with disabilities arrive on the doorstep of your church, will your leadership take a deep breath and say, "Oh no!?" Or will they smile and say, "Here is a breath of fresh air! I can't wait to hear what these families have to share with us!?"



Take a look at the sample welcome plans and Special Needs programs. Invite answers from participants based on the samples they found when they arrived.

- What is the philosophy behind your selected program?
- Is this for a particular religious group? Which one?
- Is this for a particular age or need?
- What is asked of leaders/volunteers?
- How does benefit a congregations?

What are ideas that you can use in your Army Chapel program?
 What are limits to your using them in your Army Chapel program?

Samples are:

- Hope Church
 - sign language translators as well as Buddies
- Friendship Ministries
- Rose Kennedy
- Army EFMP Slides
- National Organization on Disabilities - www.nod.org
- Learning Disabilities in the Church
- www.Engagingdisability.org
- Army EFMP training slides
- USAG Baden-Wuerttemberg RSO Sunshine Club, Buddies, Trip to Kanaan, "Gabi Goes to Mass"
- The Ministry of Ushers
- That All Might Worship
- So You Have Been Asked to Greet or Usher
- Gospel Light's Special Needs Smart Pages
- <http://islamiccenter.org/people-with-disabilities-from-an-islamic-perspective/>
- <http://jewishspecialneeds.blogspot.com/>

- <https://oca.org/parish-ministry/parishdevelopment/children-with-special-needs-and-the-orthodox-christian-family>
- https://www.lds.org/ensign/2005/08/embracing-members-with-special-needs?lang=eng&_r=1
- [That All Might Worship](#)
- [Special Needs Child](#) – available at USAG Ansbach ACS - <https://www.educationlifeskills.com>

Let's Start Your Goals and Plans!

Sample Disability Planning Calendar

Goals for _____ (Year)
What are the needs your ministry needs to do in the coming year?

Category **Sample** **Activities**

1. TRAINING/EDUCATION OF THE CHURCH MEMBERS	1. Conduct a Disability Ministry Class	2. Conduct a Disability Experience Class	3.
2. ADDRESSING INDIVIDUALS' NEEDS	1. Disability Ministry Study	2. Prayer 27 Commitment Program	3.
3. OUTREACH/ENGAGEMENT	1. "Special Delivery?"	2. Address individual needs for family outreach	3. Participate in other church events
4. ADDRESSING THE NEEDS OF MINISTERS	1. Support accountability of ministry	2.	3.
5. RECORDS	1. Disability Ministry Study	2.	3.
6. RELATIONSHIP BUILDING/LEADERSHIP	1. Pray for those in need of ministry and support	2.	3.
7. PLANNING AND ADMINISTRATION	1. Planning meeting with Disability Ministry Outreach Team	2.	3.

*The responsibilities listed are only as an example and are not intended to be a checklist for the church. —The Equipping

Disability Ministry Planning Calendar
 Year: 2020

January New Year's Celebration of Disability Ministry Outreach and Participation	February Dish Wednesday (Prayer for Physical Health)	March Ministry Study of Physical Health
April	May	June Disability Ministry Outreach Program Korean Assembly Church
July Start up by the program	August Disability Study	September
October	November	December

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What are the needs of your religious group? What are the needs of the individuals in your Army community? How can your chapel congregation provide Religious Support?

Let's pick 1 congregation and work through a basic planning activity.



- Brainstorm some goals ---- fill out Goals form as a group.
- Dream some milestones that you and your chapel can accomplish.

One thing that you can already put on your calendar is the follow up Special Needs Buddy Training which we will offer on _____ (insert date and time).

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

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It is impossible to write policy or standard operating procedure (SOP) for every situation.

Just as each person is unique, so also each chapel has a unique setting.

A welcoming chapel premeditates needs and stands ready to welcome and respond to needs.

A baseline rule is Matthew 7:12.


“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

This is the Golden Rule.

Reflect back on your group’s scenario at the start of class.



Based on what you know now, would you change your plan for that scenario?

Special Needs Buddy Training



Thanks to
Ms Julie Vannatter
for voluntary service and
expertise creating this training.

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Training specifically designed for Special Needs Buddies will be offered on _____ (insert date).

That training is a follow up for what you have learned in this session. We would like to have a robust team of volunteers ready to respond, befriend, and welcome people who need extra accommodations.

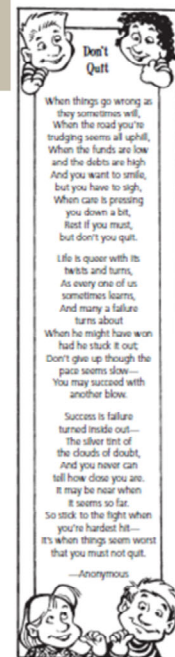
Terminal Learning Objective

ACTION: Apply acquired knowledge and techniques about Special Needs, welcome, and inclusion to the situation of an Army chapel congregation.

CONDITIONS: In a classroom environment, given access to AR 165-1, AR 608-18, and civilian church resources on inclusion and welcome.

STANDARD:

- Find regulations and religious requirements for chapel welcome
- Recall the roles of chapel personnel in inclusion
- Identify the common categories of special needs.
- Label chapel facility and program opportunities and obstacles.



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Instructor Note: Have students read the TLO.

This training is for chapel leaders and volunteers. It provides a guide to plan for assisting people of all ages. As a result of this training, your chapel community will be able to apply knowledge and techniques to welcome and accommodate all who are authorized and assigned support.

Special Needs Buddies who assist adults & children who need individual support, but the principles of welcome are the same to include all people.

Special Needs Buddies are people who are intentional friends and helpers.

Today we will worked on how ALL Chapel Attendees can provide this intentional friendship and help to all people.

The Golden Rule (Matthew 7:12) is really our theme in every chapel program.

“So in everything, do to others what you would have them do to you, for this sums up the Law and the Prophets.”

Questions?

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



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A reference page is available for you to take with you.