

Let's Start Your Goals and Plans!

As you wait for people to arrive, please answer the following questions by posting in the chat: **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?**

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

"The activities listed are not to be done in isolation and are intended to be done in conjunction with the program." —The Program

Category	Activities	1	2	3
A. TRAINING OPPORTUNITY OFFERED TO TEAM MEMBERS		1. Conduct an Outreach Ministry Class	2. Conduct Outreach Ministry Class	3.
B. PROVIDE A RESOURCE FOR THE CHURCH		1. Outreach Ministry Study	2. Provide 20 Family/Ministry (M) program	3.
C. OUTREACH EVENT		1. "Special Outreach"	2. Attend and host a Bible or Family Service	3. Participate in Outreach Drive
D. INVOLVE BROTHERS/SISTERS WITH NEEDS		1. Improve accessibility of sanctuary	2.	3.
E. BUDGET		1. Outreach Ministry Study	2.	3.
F. RELATIONSHIP WITH CHURCH LEADERSHIP		1. Pastor/ Elder/ Presbytery Outreach/Ministry	2.	3.
G. FINANCIAL AND ADMINISTRATION		1. Planning meeting with Outreach Ministry Outreach Team	2.	3.

Disability Ministry Planning Calendar
 Year: 2020

January	February	March
Sample Host the Family/Ministry (M) program for physically disabled.	Host the Family/Ministry (M) program for physically disabled.	Host the Family/Ministry (M) program for physically disabled.
April	May	June
July	August	September
October	November	December

Contents Index

Chapels' Welcome - Special Needs & All Needs
 UNCLASSIFIED
 1 of 31




6 April 2020

Answer some of these questions in the chat area of our meeting.....

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



Chapels' Welcome: Special Needs & All Needs

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

UNCLASSIFIED
2 of 31

6 April 2020

I am Felicity Hein, and I am a Stuttgart Chapel Volunteer and serving as a Chaplaincy Academy for Religious Education Resource Center Assistant. I have edited this lesson for use online and updated with my experience and study of special needs in chapel.

I am co-teaching with Sue Nishimura, USAG Ansbach Director of Religious Education who also has a Bachelor's Degree in Special Education.

We work within IMCOM mission statement which reads:
“The US Army Installation Management Command (IMCOM) integrates and delivers base support to enable readiness for a globally-responsive Army.”

Post the Follow Up Activity in the Chat area for people to download.

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:

- Recall the roles of chapel personnel in inclusion.
- Identify the common categories of special needs.
- Label chapel facility and program opportunities and obstacles.

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
4 of 31


6 April 2020

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

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
5 of 31


6 April 2020

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 Dr Powell work to coordinate and train across Europe. They are constantly looking for best practices at 1 location which can be adapted/adopted for others. Today’s class one of those best practices, we are bringing experts together from 2 garrisons and improving inclusion for the whole region.

4-Pronged Approach to Welcome

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

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
6 of 31



6 April 2020

Overview, transition

4-Pronged Approach to Welcome

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

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
7 of 31



6 April 2020

First Approach to Welcome: Emergency Preparation

Reference to:

- Active Threat Training, emergency preparedness plans.

4-Pronged Approach to Welcome

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

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. Promoting —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 felt 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.	

298 © 2000 Gospel Light. Permission to photocopy granted to original purchaser only. Special Needs Short Report
[Contents](#) [Index](#)

Chapels' Welcome - Special Needs & All Needs
 UNCLASSIFIED
 8 of 31

6 April 2020

Second Approach to Welcome: Chapel Readiness

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 **special needs** 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 **special needs** 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.joni>

[andfriends.org](http://www.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 [Caution-http://www.joniandfriends.org/resources.php](http://www.joniandfriends.org/resources.php).)

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4-Pronged Approach to Welcome

3. Whole Chapel Welcome

Balancing needs and welcoming all



Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
9 of 31



6 April 2020

Third Approach to Welcome: Whole Chapel Welcome

Being prepared for all sorts of situations

Being ready to meet needs

Integrating welcome with faith and practice

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.

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

- For more on social scaffolding, join the Volunteer Academy class "Military Children Resilience and Religion."

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

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.

4-Pronged Approach to Welcome

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

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
10 of 31



6 April 2020

Transition

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.



Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
11 of 31



6 April 2020

On the Chaplain Corps Activity Registration (CCAR) we include 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 Smartpages 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.

More about Special Needs

- **Person-First Language**

No: learning disabled person

Yes: person with a learning disability

- **Exceptional Family Member Program**

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
12 of 31



6 April 2020

Discussion from [Smartpages 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.

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.

Most Common Categories for Children

- Behavior Disabilities
- Learning Disabilities
- Developmental Disabilities
- Speech/Language Disabilities
- Autism Spectrum Disabilities
- Allergies



Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
13 of 31



6 April 2020

Do you know a child with one of these special needs categories? Do they feel welcome and involved in worship? Are they included in chapel programs and religious education? How does the faith community support this child and the family?

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

- Let's use the handout and have a discussion about several of these categories. I also have information for the conversation from Smartpages 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.

What about adults with special needs?



- Hearing disabilities
- Mental health disabilities (including PTSD)
- Allergies
- Physical disabilities
- Language disabilities (including English as a Second Language)

Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
14 of 31



6 April 2020

Do you know a child with one of these special needs categories? Do they feel welcome and involved in worship? Are they included in chapel programs and religious education? How does the faith community support this child and the family?

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. Refer Activity 2

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.

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.



Chapels' Welcome - Special Needs & All Needs
UNCLASSIFIED
15 of 31



6 April 2020

Religious Education Options

Inclusion Model

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

Pull Out 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?

Let's Start Your Goals and Plans!

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

Category **Sample** **Activities**

A. MEMBERSHIP	1. Conduct a Disability Ministry Case	2. Conduct a Disability Experience Case	3.
B. MINISTRY	1. Disability Ministry Study	2. Prayer (21) Communication (22) Program	3.
C. OUTREACH	1. "Special Delivery"	2. Address and send Bibles to Family Soldiers	3. Participate in After-Chat Chat
D. MINISTRY TO PEOPLE WITH DISABILITIES	1. Improve accessibility of ministry	2.	3.
E. SECURITY	1. Disability Ministry Study	2.	3.
F. RELATIONSHIP WITH CHURCH LEADERSHIP	1. Prayers for Ministry	2.	3.
G. PLANNING AND EVALUATION	1. Planning meeting with Ministry Ministry Council	2.	3.

Disability Ministry Planning Calendar
 Year: 2020

January New Year's Greeting of Disability Ministry Outreach and Participation	February Disability Ministry Program for Family Soldiers	March Disability Ministry Program for Family Soldiers
April	May	June Disability Ministry Program for Family Soldiers
July Disability Ministry Program	August Disability Ministry Program	September
October	November	December

Chapels' Welcome - Special Needs & All Needs
 UNCLASSIFIED
 17 of 31
 6 April 2020

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? Here are some sample of resources that can help your chapel welcome and include of people, regardless of disabilities. Reference Activity 1

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 premeditated 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.