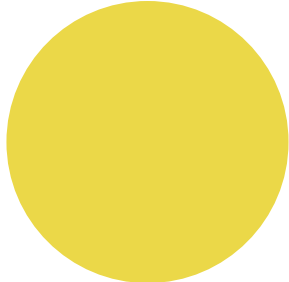
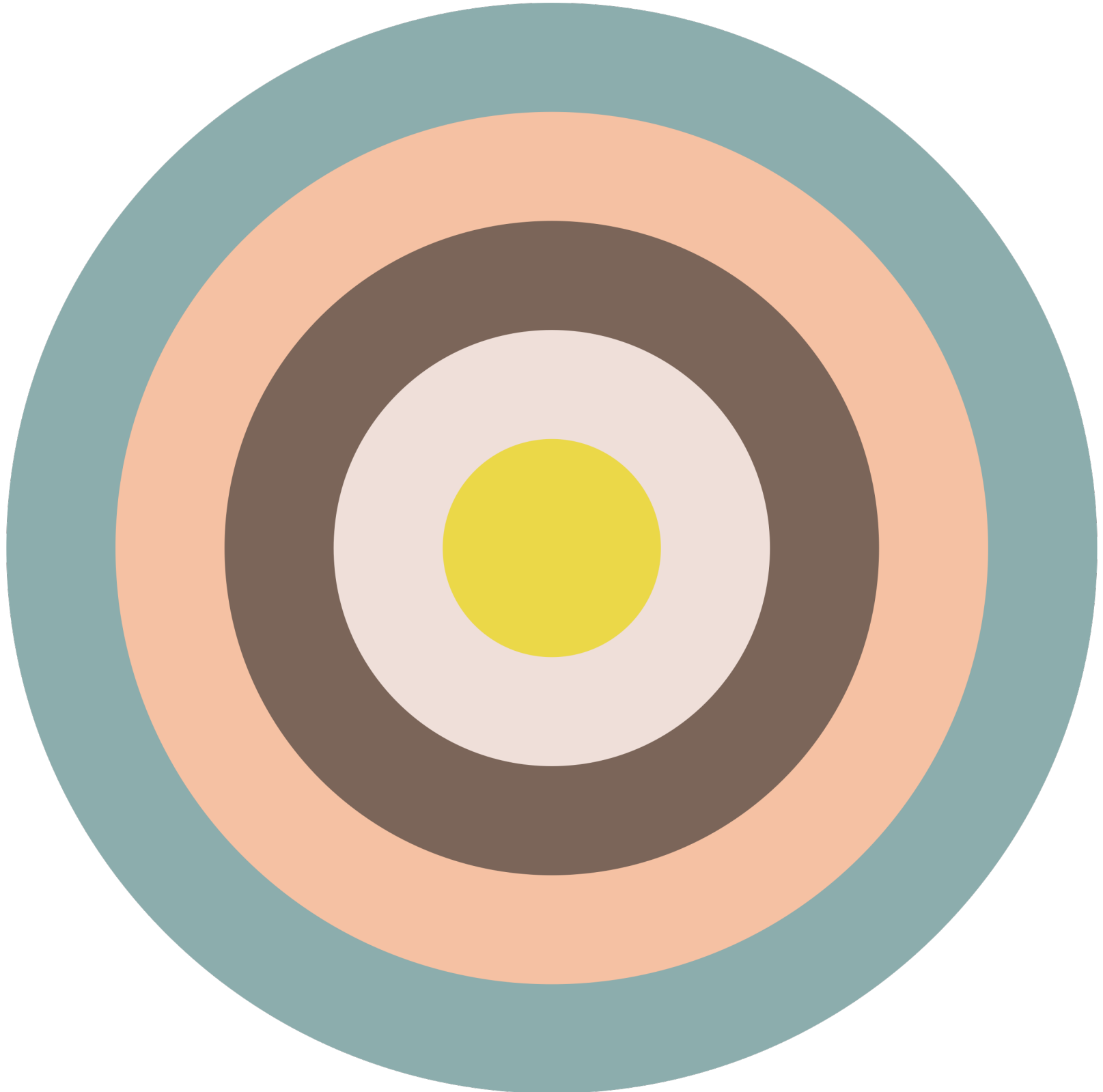
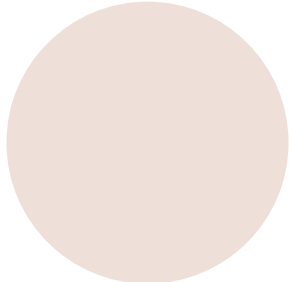


WHERE TO START

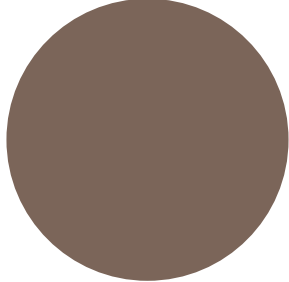
WHERE TO START?



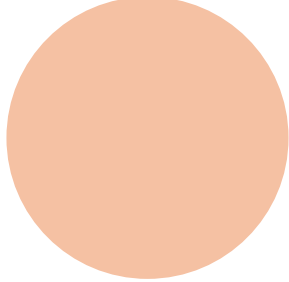
Provide support for the current special-needs families in your church (ISPs).



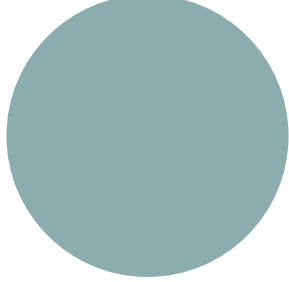
Create a classroom space designed specifically for special-needs students (children - adults)



Train and grow volunteer team: Core Leader Team & Volunteers

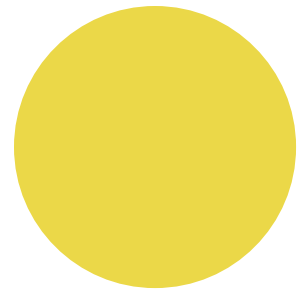


Create a sensory space for regulation and student respite



Community Outreach: Respite Nights; Support during events; Bible Studies for SN Adults





Provide individual support for the current special-needs families in your church (ISPs)



- 1) Identify special-needs families in your church
- 2) Meet with them to understand how you can support them
- 3) Utilize an Individualized Spiritual Plan as a Guide

Visual schedules and Sensory Bags





INDIVIDUALIZED SPIRITUAL PLAN BARRETT CROW



Parents/Guardians: Brock and Lauren Crow

Contact #: 817-266-0220 (Mom) & 817-492-5123 (Dad)

WHAT WE LOVE ABOUT BARRETT

HIS LAUGHTER AND HUMOR

SWEET AND SNUGLY

HIS WAY OF SEEING THE THINGS WE OFTEN MISS

SCHEDULE

- **Worship Service:**
 - Sensory Room
 - SN Classroom for Snack Time
 - Barrett-led
- **Sun & Wed Lifegroup:**
 - Sensory Room
 - SN Classroom for Snack Time
 - Barrett-led

STRATEGIES

- Speak in a simple, slow, and firm voice
- Ask him to use his ipad to communicate
 - "Barrett, Get your ipad and use your words."
- Calming corner with ipad when needing to regulate and calm down

CONTACT PARENTS WHEN:

- Methods to help him calm down and regulate do not work
- Barrett has a BM
 - He can go #1 on his own; needs help with #2

INTRODUCING BARRETT

Barrett is a sweet, silly, and snuggly boy by nature. Barrett has level 3 autism which means he has severe challenges with communication, social behavior/relationships, and can be inflexible. Barrett speaks with his iPad, by pointing, and with visual images. Barrett loves one-on-one quality time with his buddy and playing in the Sensory Room. Barrett has a tendency to elope (run off) to places (like Mrs. Vicki's office), so being in close proximity to Barrett at all times is important.

ALLERGIES/MEDICAL:

- No Allergies
- Bring ipad with him everywhere since it is his voice

LIKES:

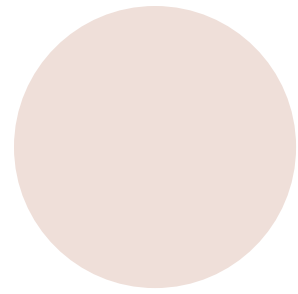
- One-on-one quality time with his Buddy and Teacher
- Sensory Room
- Calming Corner while watching something/playing a game on his ipad
- Snacks...lots of snacks!
- Having his water bottle with him at all times

DISLIKES:

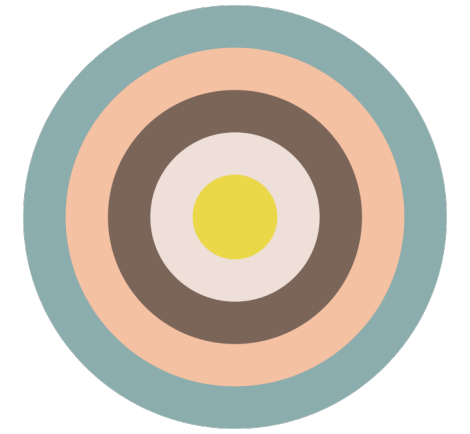
- Coloring, cutting, crafts
- Being forced to do an activity
- Lots of people in a room overwhelms him
- Toys he is playing with be taken, instead say, "Let's clean up!" and sing the "Clean Up, Clean Up" Song

INDIVIDUALIZED SPIRITUAL PLAN GOALS

- Scripture Memory: Barrett will learn the Lord's Prayer by putting visual communication cards in the correct sequencing order and pointing to the correct card as the Teacher or Buddy says the prayer out loud.
- Relational: Build a positive relationship with Barrett through playing with him, talking with him, and spending time with him.
- Lesson Goal: Communicate the lesson objective to Barrett while playing and interacting in a fun, positive way.



Create a classroom space designed specifically for special-needs students (children - adults)



- Maximum support/Self-contained classroom
- The Space
- Curriculum: Awe & Wonder
- Extension Resource: The Adapted Word
- Visual Resources



LESSON AT A GLANCE- AUGUST WEEK 1

Date: August 6th, 2023

This Month's Theme: God Made Everything!

Today's Topic: God Made the Heavens and the Earth

Today's Scripture: Genesis 1:1-24

SUPPLIES & PREP



Classroom Supplies:

- oWelcome activity of choice
- oFlashlight (or use light switch in room)
- oSensory Bin Supplies (can use again next week for welcome activity if desired. Modify as needed with supplies you have on hand)
- o**Bin 1:** Dry Black beans
- oStar/moon cut outs (in downloads)
- oYellow ribbon strips
- oBattery operated tea lights
- oSmall balls to use as planets
- o**Bin 2:** Dry Rice
- oPlastic animals
- oPretend plants
 - oBlue paper/fabric cut out (for water)
- oGlue sticks
- oBlue and green tissue paper
- oSensory Bible Story Experience
- oString or ribbon, foam or paper heart, calendar printable, bottle of water with a small dish, pot of soil or a small house plant, star stickers/foam shapes, toy animal figurines, plastic fish, bird sound clip, 2 people figures or a doll. (You can reuse items from the sensory bins if needed)

Printables:

- oFaces activity page (1 per class)
- oStars/Sun/Moon cut outs
- oDays of Creation Matching Game Printable (1-2 sets per class, save for next week)
- oEarth craft printable (one per student)
- oVisual Craft directions (2-3 for the class)

Monthly/Week-to-Week Supplies

- o Bible
- oVisual Schedules
- oMonthly Repeated Reader
- oMonthly Bible Verse Printable (or digital copy)
- oMonthly song (on computer or device)
- oMy day at church forms (one per child)

*Highlighted items are to be saved to use another week in the month.

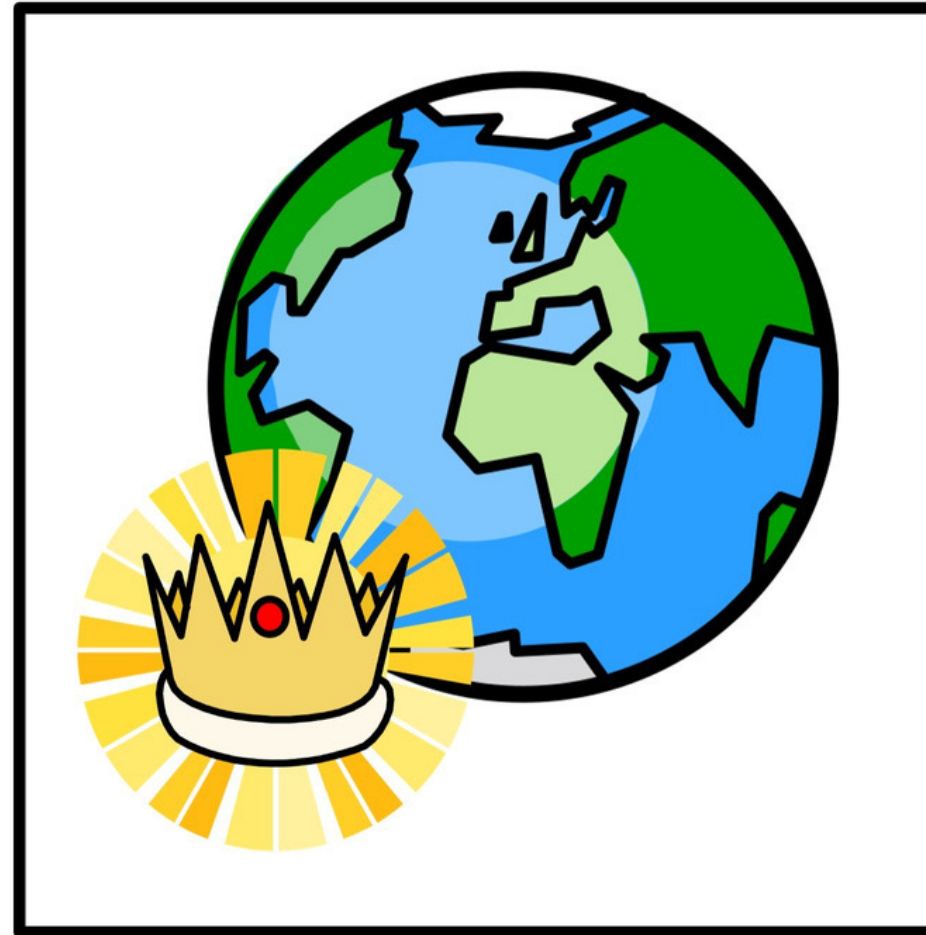
LEADER NOTES



As you prepare for this week's lesson:

- Take a few minutes to read the Bible story straight from the Bible. Re-familiarize yourself with the text and pray over communicating this story to your students.
- Pray for the students who will hear this lesson and teaching. Pray that they would experience God's love and understand the truth of His Word.

In the Beginning



Level AA
August 2023

By: Cortney Jenkins

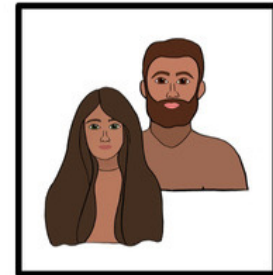
Table of Contents



God Made the Heavens and the Earth

Week 1- Genesis 1:1-24

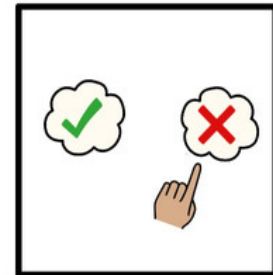
Page 2



God Made People

Week 2- Genesis 1:26-Genesis 2

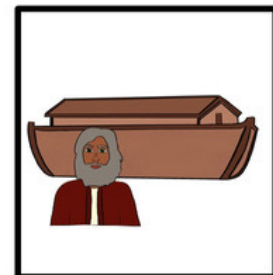
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People Disobeyed God

Week 3- Genesis 3

Page 18



Noah and the Flood

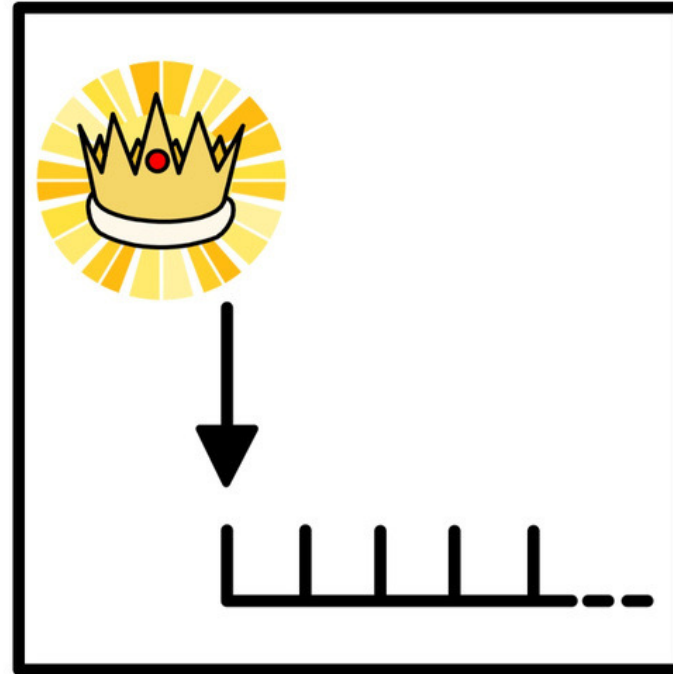
Week 4- Genesis 6-9

Page 27

God Made the Heavens and the Earth



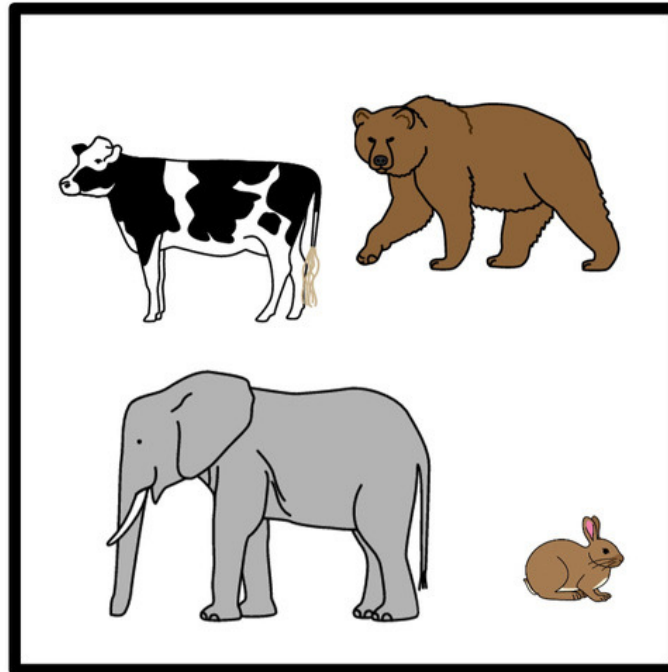
August- Week 1
Genesis 1:1-24



God made everything.



God created the heavens and the earth.



God made animals.



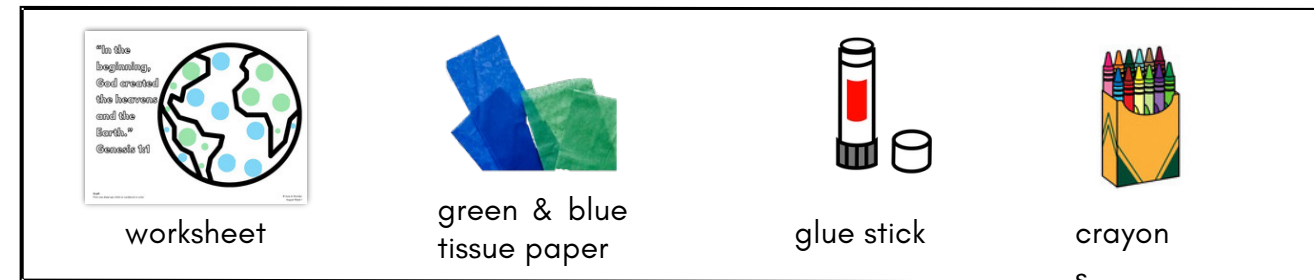
God created the heavens and the earth.

CRAF

T Earth Craft:

God Made the Heavens & the

Earth
Supplies:



Steps:

1	Lay paper on table.	
2	Tear blue tissue paper into smaller pieces.	
3	Tear green tissue paper into smaller pieces.	
4	Open the glue stick, and spread glue onto a blue dot.	

5	Place a piece of blue tissue paper onto the blue dot with glue.	
6	Repeat for all blue dots.	
7	Spread glue onto a green dot.	
8	Place a piece of green tissue paper onto the green dot with glue.	
9	Repeat for all green dots.	
10	Add extra blue or green pieces to fill in any blank space if needed.	
11	Color the Bible Verse.	
12	Write your name on the paper.	

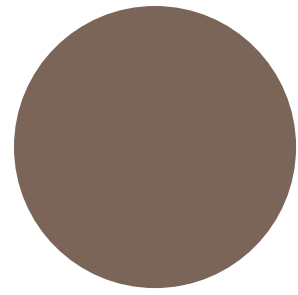
Finished!

“In the
beginning,
God created
the heavens
and the
Earth.”
Genesis 1:1



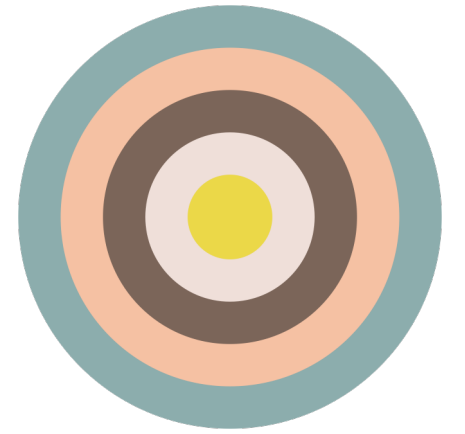
Craft
Print one sheet per child on cardstock in color

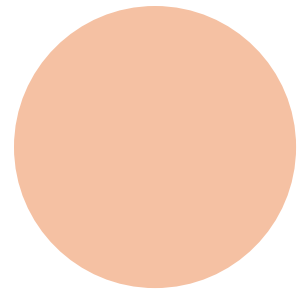
© Awe & Wonder
August Week 1



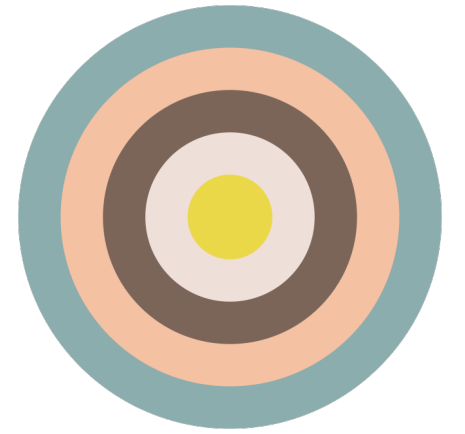
Train and grow volunteer team: Core Leader Team & Volunteers

- Volunteers need more breaks between serving than in other areas
- Create a supportive and continuous learning environment
- Develop a core team
 - Greeters & Safety Team
- Focus on relationship building between volunteers and students

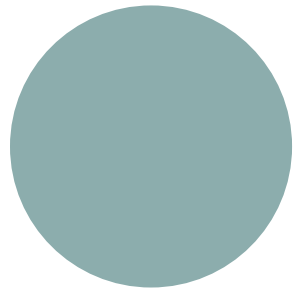




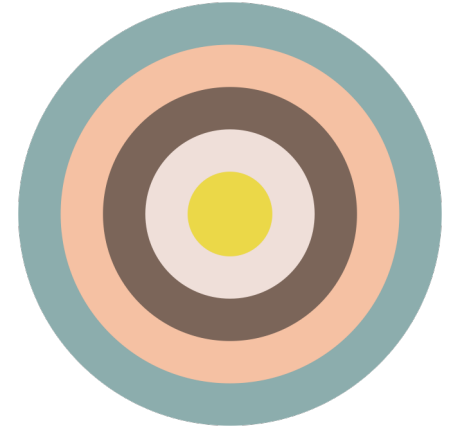
Create a sensory space for regulation and student respite



Handout includes resources to help you get started creating a sensory space



Community Outreach: Respite Nights; Support during events; Bible Studies for SN Adults



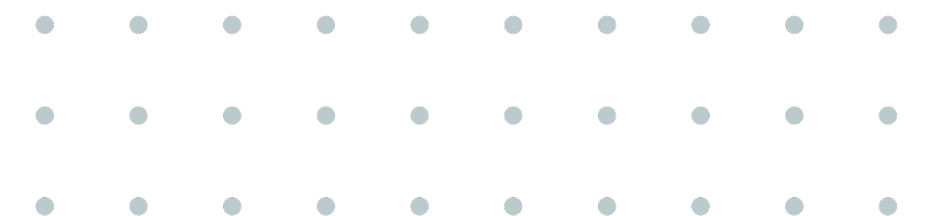
Q&A

LUNCH

VOLUNTEER AND BUDDY TRAINING

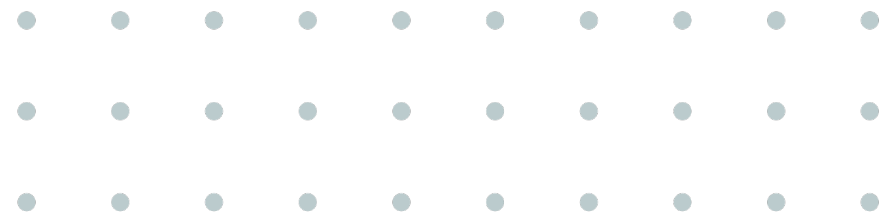
IDENTIFY SERVING OPPORTUNITIES

- Support a family during worship service
- Buddy in an inclusion classroom
- Buddy and/or teacher in the self-contained classroom
- Help assemble lesson supports
- Outreach Opportunities:
Respite Nights & VBS
- Core Team, Teens, Preteens,
Safety Members, Outreaches



BUDDY TRAINING PROCESS

- Initial meeting
- **Continuous hands-on training each week - next portion**
- Communicate escalation process for challenging moments



BEHAVIOR IS COMMUNICATION



MOTIVATORS FOR BEHAVIOR

- A tangible object
- A physical or sensory need
- To escape a demand, an activity, or a sensory stimulation
- To get attention from adults or peers

BEHAVIOR BASICS

- Interpret the core need/function driving the behavior
- Solve the problem and work to prevent the problem from occurring again
- Work with the student to develop consistent and appropriate communication for expressing their needs

The ABC Method

A-Antecedent: what happened before?

B-Behavior: what was the behavior?

C-Consequences: what happened after?

**You can change the antecedent or the consequence,
the student changes the behavior**

HELPFUL STRATEGIES

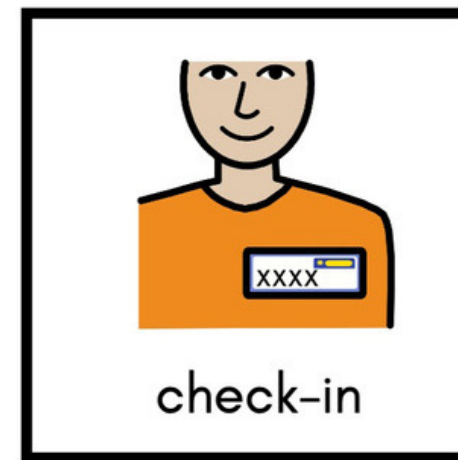
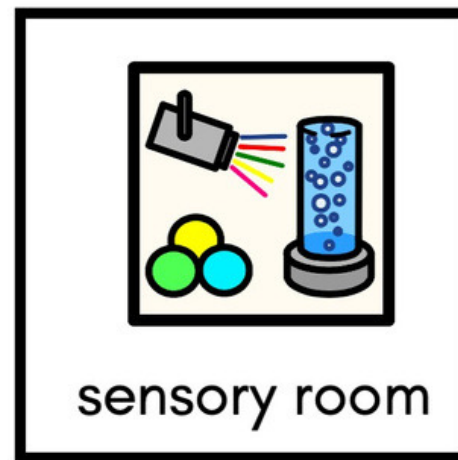
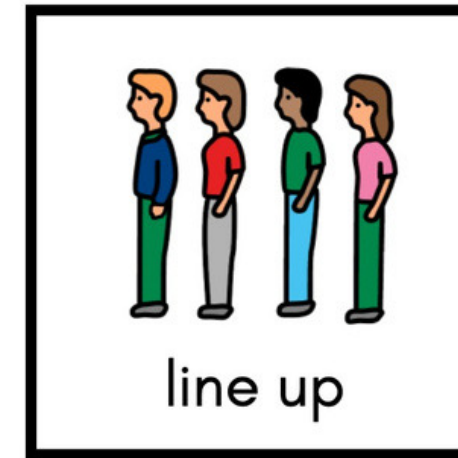
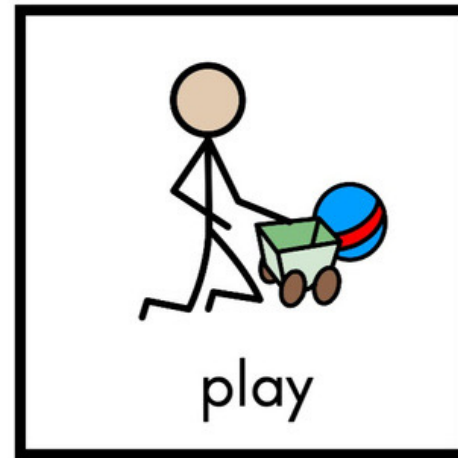
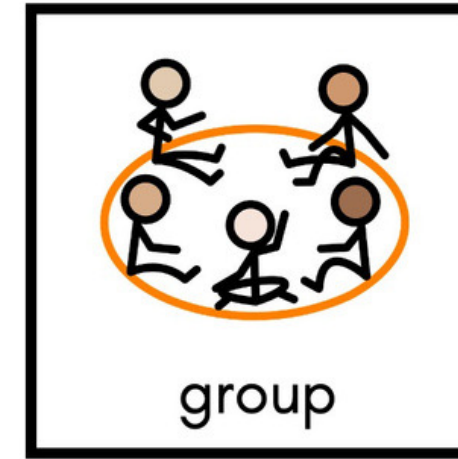
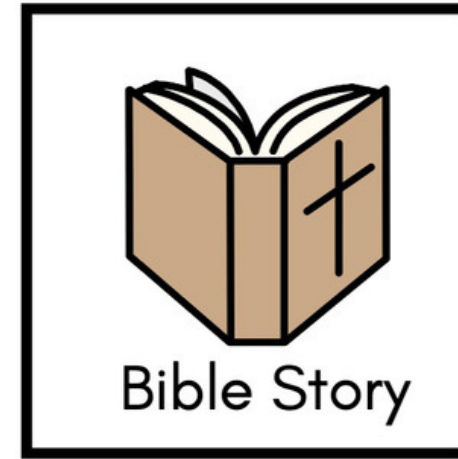
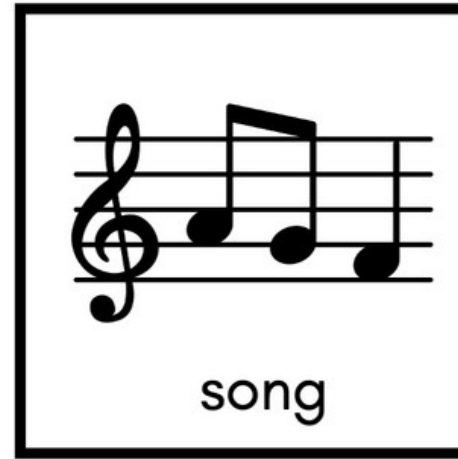


STRATEGIE

- 2 choices strategy
- Visual Supports
- Visual Timer
- Buddy/Sensory Bag
- Task Completion
- Consistency Is key

Strategies to help students be successful in current classroom/ministry environment







EXAMPLE

S

Interrupting the teacher or activity, or answers every question:

- What is the motivation? (attention, distraction, to speed up lesson time to get back to fun?)
- Set a clear expectation of behavior – reward what you want to see
- Offer alternatives for shouting out (whisper to buddy, write down a list)

Won't join the group:

- What is the motivation? (doesn't want to transition away from fun, wants attention from peers or adults, is embarrassed by not meeting expectations during lesson time, struggles to sit still)
- Use a visual timer and visual schedule to help child know when lesson time will happen and what will happen after
- Offer comfortable seating and a fidget
- Give positive attention for joining the group

EXAMPLE

S

Eloping:

- What is the motivation? (sensory overwhelm, attention, avoidance of expectations)
- Decrease opportunities
- Have more obstacles in the way
- Develop a response plan
- Train everyone in the possible path

Won't keep hands to self or becomes aggressive:

- What is the motivation? (attention from peers, attention from adults, sensory need)
- Clear expectations during time it's likely to occur (when standing in line, waiting their turn, sitting for circle time)
- Sensory need- put something else in their hands like a fidget, use seating with boundaries
- If it becomes aggression, block to protect other students



When we leave the classroom...

 We walk together.

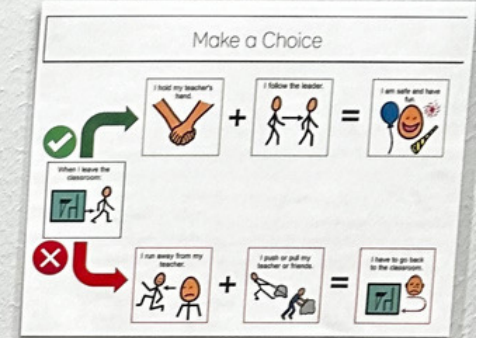
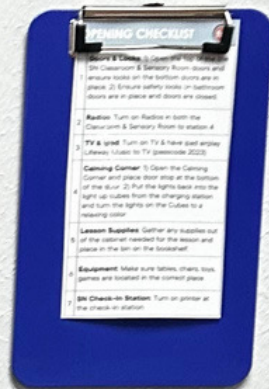
 We stay together.

  We are safe.



WAIT



How can we address sensory dysregulation?

- We have 7 senses**
- Fidgets (especially when waiting for his/her turn)**
- Noise reducing headphones**
- Comfortable seating with boundaries**
- Ask him/her to be a helper (opportunity for movement)**

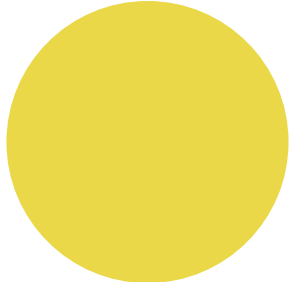
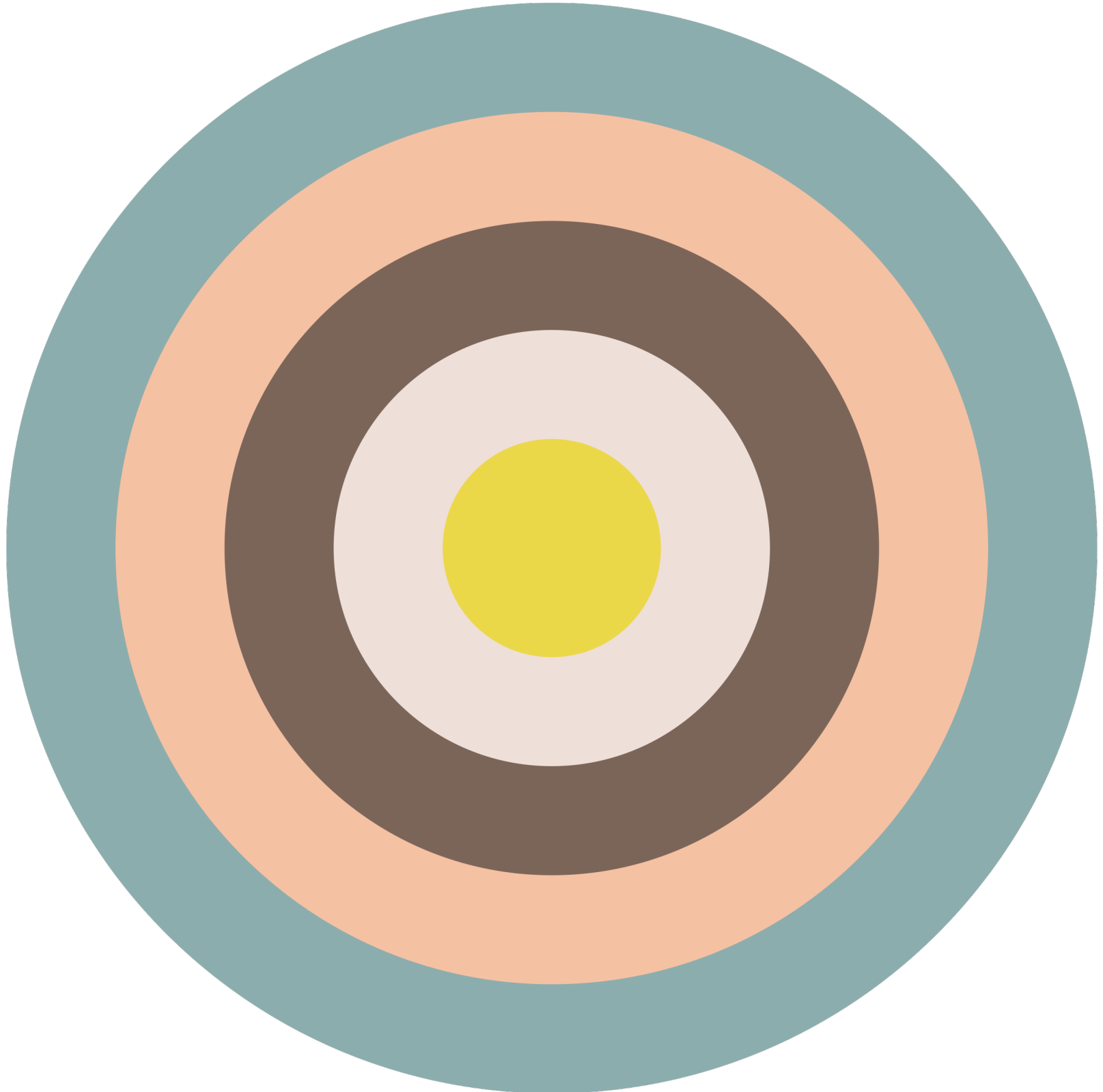
KEY POINTS

- **Behavior is communication**
- **Identify the function of the behavior: ABC METHOD**
- **Implement strategy**
- **CONSISTENCY**
- **Document**
- **Continuous training and support for volunteers**

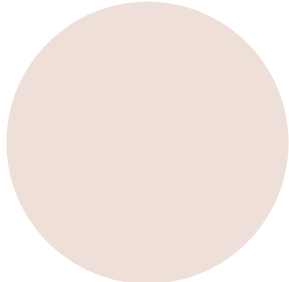
NEXT STEPS

That was a lot of information, let's break it down

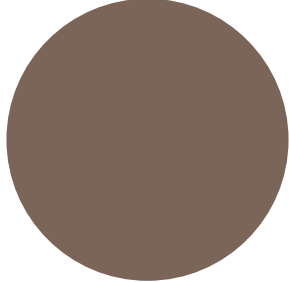
WHAT IS YOUR NEXT STEP?



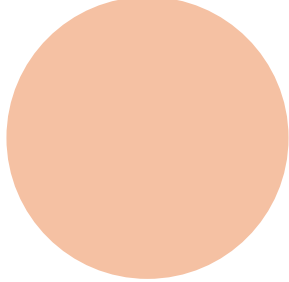
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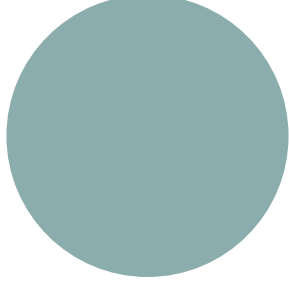
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Create a sensory space for regulation and student respite



Community Outreach: Respite Nights; Support during events; Bible Studies for SN Adults



RESOURCES

Resource page:

sbtexas.com/disability-ministry

Facebook group:

facebook.com/groups/sbtcspecialneeds

Handout

Consultancy

Q&A

THANK YOU!



Scan QR Code to complete survey