

Guidelines for Parish Catechesis for Children with Special Needs

A Companion to the *Diocesan Guidelines for Parish Catechesis*



Diocese of Bismarck

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Credits

Materials compiled, adapted, and edited with permission of the *Department for Pastoral Care for Persons with Disabilities (PCPD) and the Deaf Apostolate, Archdiocese of Philadelphia.*

National Directory for Catechesis, United States Conference of Catholic Bishops, 2005, Washington, D.C.

Pastoral Statement of the U.S. Catholic Bishops on People with Disabilities, United States Conference of Catholic Bishops.

Welcome and Justice for Persons with Disabilities: A Framework of Access and Inclusion, A statement of the United States Catholic Bishops, 1999.

Catechism of the Catholic Church, United States Conference of Catholic Bishops, Washington, D.C., 2000.

Abbreviations

NDC - National Directory for Catechesis

CCC - Catechism of the Catholic Church

PREP - Parish Religious Education Program

USCCB - United States Conference of Catholic Bishops

Brochures and Booklets Included:

Welcoming Parishioners with Disabilities: National Catholic Partnership on Disability

“Concern for persons with disabilities, ”wrote the bishops, “was one of the prominent notes of Jesus’ earthly ministry.” This brochure suggests seven ways for parishioners to open wider the doors of concern, and to make the parish a more welcoming and inclusive place of worship for all with disabilities.

Guidelines for Celebration of the Sacraments with Persons with Disabilities, USCCB.

These guidelines give concrete expression to the bishops’ long-standing concern for providing access to full sacramental participation for Catholics with disabilities. Drawn from the Church’s ritual books and canonical tradition, the work presents a set of general principles helpful to diocesan staff, pastoral leaders, catechists, parishioners, health care workers, and all who minister to or with Catholics with disabilities.

Catechists for All Children, Joseph D. White, Ph.D., and Ana Arista White
This practical booklet helps develop the skills and self-assurance that teachers and catechists need to create a positive and successful learning environment.

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INTRODUCTION

These guidelines were developed to encourage and assist Pastors, Catechetical Leaders, Catechists and Parents in providing an inclusive Parish Religious Education Program (PREP) accessible to children with special need. These guidelines are not to be used apart from, but rather as a companion to the *Diocesan Guidelines for Parish Catechesis*.

What is a disability?

- A disability is defined as difficulty seeing or hearing, moving the body, or understanding everything quickly.
- It is a physical or mental impairment, which limits one or more of a person's life activities.
- It can be from birth; it can come with age. Approximately one out of five people live with some type of disability.

The *National Directory for Catechesis* states that:

- Persons with disabilities...are integral members of the Christian community.
- All persons with disabilities have the capacity to proclaim the Gospel and to be living witnesses to its truth within the community of faith and offer valuable gifts. Their involvement enriches every aspect of Church life.
- All baptized persons with disabilities have a right to adequate catechesis and deserve the means to develop a relationship with God.
- They [persons with disabilities] are not just the recipients of catechesis - they are also its agents.
- All persons with disabilities or special needs should be welcomed in the Church. Every person, however limited, is capable of growth in holiness.
- Just as with each of God's human creations, each person with a disability has catechetical needs that the Christian community must recognize and meet. Persons with disabilities should be integrated into ordinary catechetical programs as much as possible.
- Catechesis for persons with disabilities must be adapted in content and method to their particular situations.
- The Church owes persons with disabilities her best efforts in order to ensure that they are able to hear the Gospel of Christ, receive the sacraments, and grow in their faith in the fullest and richest manner possible." (NDC, USCCB, Par. 49)

Welcome All in the Life of the Church

*Jesus said:
Let the children come to me;
do not stop them,
for the kingdom of God belongs to such as these.
(Mk 10:14)*

The *Pastoral Statement of the U.S. Catholic Bishops on People with Disabilities* states:

- It is essential that all forms of the liturgy be completely accessible to persons with disabilities, since these forms are the essence of the spiritual tie that binds the Christian community together.
- To exclude members of the parish from these celebrations of the life of the Church, even by passive omission, is to deny the reality of that community.
- Accessibility involves far more than physical alterations to parish buildings.
- Realistic provision must be made for persons with disabilities to participate fully in the Eucharist and other liturgical celebrations such as the sacraments of reconciliation, confirmation, and anointing of the sick.

Inclusive Catechesis for All Children in the Parish Religious Education Program

The object of catechesis is communion with Jesus Christ. Catechesis leads people to enter the mystery of Christ, to encounter him, and to discover themselves and the meaning of their lives in him. “At the heart of catechesis we find, in essence, a Person, the Person of Jesus of Nazareth...The definitive aim of catechesis is to put people not only in touch but in communion, in intimacy, with Jesus Christ...” (NDC 19:B,1)

“No one can believe alone...” (NDC 28:F,2nd par)

Every parish should seek out its parishioners with cognitive, emotional, and physical disabilities, support them with love and concern, and ensure that they have ready access to a catechetical program suited to their needs and abilities. (NDC 61:B,1)

Inclusion and Access Models

Parish Religious Education Programs (PREP)

*Parish catechetical programs
should be accessible to children with special needs and
only limited by our imagination.
These are suggested models.*

1. Full Integration

- The student participates in the religious education classroom with peers.

2. Integration with Accommodations and Support

- The student participates in classroom with the support of a catechist assistant, peer tutor or therapeutic support staff.

3. Integration with Individualized Instruction

- The student participates in classroom opening prayer, program liturgies and special classroom activities. Student receives individualized instruction, using adapted materials, from a catechist.

4. Small Group Learning Support Classroom

- The student participates in small group learning support classroom with other students with disabilities using an adapted curriculum and materials.

5. In Home

- A parent or guardian may determine that it is best to provide religious education for the child in the home.
- The student should be registered in the PREP.
- The parish DRE/CRE offers assistance to the parent/guardian in finding appropriate resources and materials.

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

A framework of Access and Inclusion: Welcome and Justice for Persons with Disabilities
A statement of the U.S. Catholic Bishops 1999

Getting Started

Now that you have a definition of disability and understand why children with disabilities should be included in the Parish Religious Education Program (PREP); where do you go from here?

1. Seek Out

- You could review the parish register. If your register includes family members with disabilities, make a list to include parents name and addresses and child's name.
- Place a card in the church pew after each weekend Mass. The card should contain space to write the name, address and phone number of the parent/guardian who wish to have their child included in the PREP. The name of the child who has a special need and the type of disability.
- A brief explanation in the parish bulletin.
- An attractive sign in the entrance of church

The following is a sample notice that can be used to surface children with disabilities in the parish.

The parish community of _____ wants to meet the catechetical needs of all its children. Children with cognitive, sensory, physical or social disabilities are welcome and encouraged to attend week (PREP) classes. If you have a student with a disability and wish to have him/her included in the Parish Religious Education Program (PREP), please contact:

_____ at _____.

2. Contact Parent/Guardian

No matter what occurs in the PREP it will never substitute the parental values and influence. The PREP enhances and enriches what is already present. A program cannot be successful without including parents in the planning and evaluation process.

- Arrange for an interview with parent/guardian.
- Have parent/guardian fill out the Registration Form and the Individual Information Form.
This data is extremely helpful in offering an optimum learning environment.
You can not determine the right catechist until you know how the child learns.
- Ask parent/guardian if they would be willing to share their child's IEP (Individual Education Plan).

3. Consider the students special needs

- Discuss the best inclusion model to meet the student's special needs
- What kinds of techniques work best regarding discipline, attention span, and motivation
- Is preferential seating beneficial
- Remember the child with a disability is first of all a child

4. Consider the Catechist

Does the Catechist have:

- Openness and ability to work with special needs children and their families
- Willingness to be trained to work with special needs
- Warm personality and demeanor
- Teaching style that fits the need of the student
- Ability to modify their teaching style to fit the needs of the child
- Ability to collaborate and communicate with parents, care givers, and classroom aides
- Willingness to give the additional time and energy required to prepare lessons
- A sense of humor, sensitivity and patience

5. Consider the Classroom Environment

Is the Room:

- Large enough
- Have movable desks and chairs
- Wheelchair accessible to all parts of the rooms
- Comfortable for additional adult staff (seating, movement)
- Near an area that allows one-on-one tutoring
- A place with a prominent and visible prayer space for all the children

6. Consider Support Staff

Volunteers may assist as:

- Professional with special education background who can serve as consultant for the catechist.
- Classroom aides who are willing to learn to do what is needed and to serve cheerfully
- One-on-one tutor
- Friend - someone to support the child and be helpful in a non-invasive way
- Crafter - someone who enjoys making things with their hands and can work with children with limited fine-motor skills
- Interpreter - someone who knows sign language and can assist the child with a hearing disability

Request for Volunteers

_____ welcomes children of all abilities into the religious education setting. To meet the varied needs of each child, classroom aides are needed to assist and support both students and catechists in providing faith formation for all our young people. Anyone with professional background, personal experience or a desire to assist in programming for children with disabilities are also needed. If you or someone you know is interested in volunteering their time, expertise and service to the needs of the Parish Religious Education Program (PREP), contact: _____ at _____.

For Office Use

Family Name: _____

School Year: _____

Fee: _____ Check # _____

Parish Religious Education Program Registration Form

(Name of Parish)

Complete Form. Print clearly. For first time registrations, please bring an original and one copy of each child's Baptismal Certificate.

Child's Full Name (First, Middle, Last)	Sex M/F	Date of Birth	Grade Level	Baptism Date & Parish	1st Penance Date	1st Communion Date	Confirmation Date

Family Name: _____ Home Phone #: _____

Address: _____ Email: _____
Street City Zip

Father's Name: _____ Work/Cell Phone #: _____ Religion: _____

Mother's Name: _____ Work/Cell Phone #: _____ Religion: _____

Custody: Are there any custody/legal issues? ☐ Yes ☐ No (If yes, please provide a complete copy of the latest court order)

*Name of person responsible for Religious Education, if not a Parent/Guardian _____ Relationship _____

*Parent/Guardian must provide a signed, dated letter to the DRE which is to be kept on file and updated annually.

☐ I have read the Parent Handbook and agree to the requirements and expectations of the
(Parish name) Religious Education Program.☐ I give permission for my child's picture to appear on the (Parish name) website, bulletin
boards, newspaper articles in relation to events that happen in the parish.

Signature _____

Date _____

Relationship to Child(ren) _____

Parish Religious Education Program Registration Form

(Name of Parish)

Emergency Contact Information

If we are unable to reach you, whom should we contact?

Name: _____ Relationship: _____ Phone: (home) _____
(cell) _____

Consent For Medical Care

I give permission that, in my absence, my children whose names appear on page 1 of this registration form, may receive emergency medical care for injuries and all situations that should occur while participating in the Religious Education Program programs and activities at (Parish name) Parish.

Signed (Parent/Legal Guardian): _____ Date: _____

Medical / Learning Data

If any of the following apply to your child, please list his/her name and give details in the appropriate spaces.

Child's Name	Medical Conditions --or-- Allergies	Prescribed	Disability*/Learning Support Services

Is there any other information about your child that should be communicated?

**As defined by Individuals with Disabilities Education Act (IDEA), the term "child with a disability" means a child: "with mental retardation, hearing impairments (including deafness), speech or language impairments, visual impairments (including blindness), serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof, needs special education and related services."*

Individual Religious Education Plan

Date: _____

Student: _____

Date of Birth: _____

“Family catechesis precedes, accompanies, and enriches other forms of instruction in the faith.” (CCC #2226)

Religious Education Goals

The student and his/her parents or guardians desire that: _____

Student’s Catechetical Support Team

Parents/Guardians: _____

DRE/CRE: _____

Special Education Consultant: _____

Catechist: _____

Aide: _____

The following information will assist the DRE/CRE in designing and adapting lesson plans that take into consideration the student’s special needs.

Current Religious Experiences

_____ Mass Attendance

_____ Prayer at home

_____ Religious instruction from parents, others

_____ Previous religious classes

Program description: _____

What are the student’s special interests? _____

What are the student’s special gifts? _____

Communication

Please check recommended accommodations that apply

Receptive Language Skills (The best way to communicate with student)

- _____ Student has difficulty following conversations
- _____ Speak in short sentences; use simple vocabulary
- _____ Give instructions one step at a time; allow time for the completion of each step
- _____ Make direct eye contact to focus attention
- _____ Avoid direct eye contact which distresses him/her

- _____ Student has partial hearing
- _____ Face student so that he/she can read your lips
- _____ Speak into the student's good ear ____left ____ right
- _____ Check to see if student's hearing aid is working properly

- _____ Student is deaf
- _____ Student's primary language is American Sign Language (ASL)
- _____ An interpreter is needed
- _____ Student needs to see both catechist and interpreter

- _____ Student reads lips and speaks orally
- _____ Speaker needs to face the student
- _____ Furnish a written outline and notes if possible
- _____ Arrange chairs in a circle so student can see other students when they are speaking
- _____ Indicate visually who will speak next

Expressive Language Skills

The Student:

- _____ speaks clearly
- _____ speech is difficult to understand
- _____ responds in brief sentences or phrases
- _____ gives one word responses (routinely)
- _____ gives yes/no responses (routinely)
- _____ processes language slowly

_____ communicates non-verbally by:

_____ Pointing

_____ eye movement

_____ Gestures

_____ manual signs

_____ manual picture board

_____ electronic picture board

_____ other: _____

Recommended accommodations for use by the catechists:

_____ ask if you understood the student correctly by repeating what you think you heard.

_____ provide more time for language processing by:

_____ repeating the question slowly

_____ requiring time to think before any responses

_____ inviting students to signal when they are ready to reply

_____ provide visual clues to support responses

_____ give alternative modes of expression such as drawing or acting out a response

Reading / Writing Language Skills

The Student:

_____ has no difficulty reading at grade level

_____ is currently reading at a _____ grade level

_____ needs someone to read with him/her

_____ uses tap recorded books

_____ uses computer assisted reading/writing technology: _____ at home _____ in class

_____ needs someone to write down his/her responses

_____ needs assistance in writing. Please explain: _____

_____ is partially sighted / blind

_____ uses tape materials

_____ uses Braille materials

_____ uses computer assisted reading/writing technology: _____ at home _____ in class

Recommended accommodations for use by the catechist

_____ student is visually impaired:

_____ orientate the student to the environment

describe the room arrangement

alert the student to potential obstacles or hazards

have participants identify themselves when speaking

do not touch the student without announcing your presence

_____ teach class the appropriate way to assist a person who is blind

Motor Skills

Fine Motor Skills

_____ Student needs assistance with the following skills:

_____ cutting

_____ coloring

_____ pasting/gluing

_____ writing

_____ tying shoes

_____ buttoning

_____ zippering

_____ copying

Comment on useful accommodations: _____

Large Motor Skills

The Student:

_____ is ambulatory and has no need for assistance

_____ is ambulatory but needs assistance - please demonstrate:

_____ sitting down

_____ standing

_____ walking short distances

_____ putting on coat

_____ toileting

_____ walking long distances

_____ needs mobility assistance:

_____ wheelchair without assistance

_____ walker

_____ crutches

_____ wheelchair with assistance

_____ sighted guide

_____ cane

Other _____

Learning Style

The Student learn best from:

_____ what he/she hears

_____ what he/she sees

_____ what he/she touches/handles

_____ what he/she talks about

_____ what he/she is involved in doing

What helps to hold the student's attention? _____

What types of things are distracting to the student? _____

Additional teaching techniques that the student responds to: _____

Emotional / Social Well Being

_____ Student interacts well with peers

_____ Student could use a "circle of friends" to assist with social integration

How will the catechist know if your child is becoming unhappy, agitated or emotionally upset?

Please describe behaviors. _____

What types of events might trigger these behaviors? _____

What are some ways a catechist might help your child regain emotional composure? _____

What should we know about how your child interacts socially? _____

In the event of dangerous or destructive behavior:

_____ The student will be given clear verbal direction. "Stop, look at me, listen..."

_____ The student will be redirected to an appropriate activity

If he/she needs time to regain an inner sense of control, what should be done? _____

Allergies

Foods, Pollen, Chemicals

_____ Student has no known allergies to foods, pollen, or chemicals **Foods**

Foods

_____ Student has allergies to the following foods: _____

If the student has food allergies, what snack foods can he/she have? _____

Would the parent/guardian prefer to supply snacks when needed? _____ Yes _____ No

Pollens

_____ Student has allergies to the following pollens (specify: _____

_____ Allergies are severe enough to restrict bringing plants into the classroom or going outside

Chemicals

Student has significant allergies to : _____

Animals

Student has significant allergies to: _____

Other significant allergies: _____

Instructions for caring for the student in the event of an allergic reaction: _____

Medical Conditions

_____ Student has the following medical conditions: _____

_____ Student's current medications are: _____

Seizures

_____ Student has no history of seizure disorder.

_____ Student experiences seizures.

Please specify type of seizure. _____

Please state instructions for the catechist in regard to responding to a seizure. _____

Instructions in the event of a medical emergency: _____

It is understood that this report contains confidential information which may be shared with members of the religious education team who agree to confidentiality.

Parent/Guardian: _____

Date: _____

Catechetical Resources for Children and Youth with Disability

A PARTIAL BIBLIOGRAPHY

CATHOLIC CURRICULUM RESOURCES

Network of Inclusion Catholic Educators (NICE), University of Dayton:

Sacramental Preparation Penance, Eucharist, Confirmation: Individualizing Lesson Plans

Sacraments: Gifts for All. (Confirmation, Eucharist, and Reconciliation available)

Welcome One, Welcome All: Inclusive Religious Education Resource Binder.

All About Mass - Student Edition (Uses limited vocabulary and simple images to explain the mass in a way that both young children and adults with developmental disabilities can understand.)

Apostles Creed/ Mary/Sacraments/Beatitudes/Saints. Individual books on a variety of topics that can be used as a supplement.

Contact: Margaret.Shufflebarger @notes.udayton.edu
web www.udayton.edu/~ipi/nice, 1-888-532-3389.

RCL-Benziger:

Rose Fitzgerald Kennedy Program to Improve Catholic Religious Education for Children and Adults with Mental Retardation

- ✦ Level based Student Activity books are also available.
- ✦ Published by Diocese of Pittsburgh; distributed by RCL-Benziger

Series of picture books published by Diocese of Pittsburgh and distributed by RCL-Benziger:

- ✦ *My Church: A young girl shares her Catholic Deaf Community*
- ✦ *Created in God's Image: A Photo-essay on Faith, Family, and Friendship*
- ✦ *Seeing Through God's Eyes*
- ✦ *Just Like Me*
- ✦ *We Go To Mass* (geared for children with autism)
- ✦ *One Flock, One Shepherd: A Collection of Prayers by Parents of Children Who Are Disabled*

Contact: RCL-Benziger - www.rclbenziger.com or 1-877-275-4725.

My First Eucharist / Sacrament of Reconciliation: These videos and teachers guides created by the National Catholic Office for the Deaf (NCOD) provides a signed and closed captioned sacrament preparation to assist in preparing deaf children to receive the Sacraments of Reconciliation and Eucharist. (www.ncod.org).

Labosh Publishing:

The Child with Autism Learns the Faith: Bible Lessons From the Garden of Eden to the Parting of the Red Sea by Kathy Labosh. (ISBN: 0974434140)

Contact: Labosh Publishing: East Petersburg, PA, 2007. www.laboshpublishing.com .

Cardinal Stritch University Bookstore:

Journey with Jesus: Call to Love by Sr. Sheila Haskett, O.S.F. Suggestions for Special Religious Education for Persons Categorized as Severely/Profoundly Mentally Retarded. Topics covered: Call to Be; Call to Respond; Call to be Loving.

Call to Communion; Call to Reconciliation. Call to Service (Confirmation). Each of these also has a black line picture book for the participants. (Note: These are for those with special education needs, but not classified as severely/profoundly mentally retarded.)

Seasons of Grace: Sacramental Preparation for Mentally Handicapped Teens and Adults by Brigid O'Donnell.

Journey with Jesus Gospel Study: A Curriculum Guide for Adult Special Religious Education by Sr. M. Sheila Haskett, O.S.F., Ph.D. and Sr. M. Coletta Dunn, O.S.F., Ph.D.

Contact: Cardinal Stritch University Bookstore; (414) 410-4035 or <http://www.csu.bkstr.com/>.

Saint Mary's Curriculum for Students with Autism and Other Developmental

Disabilities: Sacramental preparation and Religious Education Materials for children with autism and intellectual disabilities. www.autismreligiouseducation.net/index.html

OTHER CATHOLIC RESOURCES

Mass a Guide for Visual Learners. A booklet that goes through the Mass especially designed for children with ASD or children who are visual learners. Faith Publishing Service, Lansing MI, 48906. 517-853-7600 or www.faithmag.com

Creative Teaching website: Offers creative resources to use for reinforcing the understanding of the sacraments and teachings of Catholic Church. There are resources for readers and nonreaders, useful for learners with and without disabilities. Creative Teaching games and activities have been granted Nihil Obstat and Imprimatur that is referenced on the website. 1-586-992-2368 or www.creativeteaching.net

This Is My Church. A power point template of a church tour that you may insert digital photos of your own church to share with your child(ren) to become familiar with it. Department for Pastoral Ministry with Persons with Disabilities, Archdiocese of Newark. masteran@rcan.org or 973-497-4309.

Catechists for All Children by Dr. Joseph White and Ana Arista White, Our Sunday Visitor Publishing, 2002. Offers insights and methods for accommodating unique emotional and behavioral needs in the classroom. Available from Our Sunday Visitor, 800-348-2440, www.osv.com.

PARENT GUIDE - Baptism and Beyond: Preparing for Baptism and Nurturing Your Child's Spirituality by Kathy Coffey. Denver, CO: Living the Good News, 2000. ISBN: 1889108723.

Awakening Spiritual Dimensions: Prayer Services with Persons with Severe Disabilities by Fr. William Gillum, OFM Cap. Available from: AuthorHouse 1663 Liberty Drive, Suite 200 Bloomington, IN 47043, 800-839-8640 or www.AuthorHouse.com or book order hotline 888-280-7715, bkorders@authorhouse.com.

disAbility Awareness: *Activities for Children, Teens and Families* (Catholic Edition) by Joann E. Davis. This book offers children at home or in a classroom setting an understanding of what persons with disAbilities go through everyday. Over 50 pages of mazes, puzzles, coloring sheets, beatitudes of acceptance, Saints with disAbilities, Braille , signing pages, and more. Joannedavis22@hotmail.com or 517-787-1189.

Opening Doors to People with Disabilities: The Resource File, Books A & B, Janice L. Benton and Mary Jane Owen, ed, 1997. Available from the national Catholic Partnership on Disability, 202-529-2933, www.ncpd.org.

Resources from the United States Conference of Catholic Bishops (USCCB):
Bishops' Statements/Publications:

- ✦ *Pastoral Statement of U.S. Catholic Bishops on Persons with Disabilities*, 1978, rev. 1989.
- ✦ *Guidelines for the Celebration of the Sacraments with Persons with Disabilities*, 1995.
- ✦ *Welcome and Justice for Persons with Disabilities: A Statement of the U.S. Catholic Bishops*, 1998.
- ✦ *National Directory for Catechesis*. USCCB, 2005.
- ✦ *Special Needs Resource Directory*, published by the USCCB Department of Education and posted on their website in Adobe Acrobat at the link below. Revised in 2004.
<http://www.usccb.org/education/fedasst/needs4.pdf>

Contact: USCCB Publishing, 800-235-8722, www.usccb.org.

Web Version of these documents also available at: www.ncpd.org

INTERFAITH RESOURCES

The Good Shepherd & The Child: A Joyful Journey by Sofia Cavalletti, Patricia Coulter, Gianna Gobbi, & Silvana Q. Montanaro, M.D. Oak Park, IL: Catechesis of the Good Shepherd Publications & LTP, 1994, <http://www.cgsusa.org/>.

Exceptional Teaching: A Comprehensive Guide for Including Students with Disabilities by Jim Pierson. Cincinnati: Standard Publishing, 2002, ISBN 0-7847-1255-7.

Autism and Faith: A Journey into Community. A resource booklet for faith communities on including people and families living with autism. It is a collaborative product of The Elizabeth M. Boggs Center on Developmental Disabilities at UMDNJ-Robert Wood Johnson Medical School and

COSAC (The New Jersey Center for Outreach and Services for the Autism Community). It is generously funded by a grant from The Daniel Jordan Fiddle Foundation.

A Place Called Acceptance: Ministry with Families of Children with Disabilities by Kathleen Deyer Bolduc.

Sharing Faith: A Comprehensive Approach to Religious Education and Pastoral Ministry by Thomas H. Groome, Eugene OR: Wipf and Stock Publishers, 1998.

A Guide for Special Education Bible Teaching-Reaching Ministry by Athalene McNay. Nashville, TN: Convention Press, 1997.

Autism and Your Church: Nurturing the Spiritual Growth of People with Autism Spectrum Disorders by Barbara J. Newman, 2006. This book will enable church leaders to more fully include children and adults with Autism Spectrum Disorders (ASD) into the Church. Available from Faith Alive Christian Resources, 1-800-333-8300, sales@faithaliveresources.org, www.friendship.org.

Helping Kids Include Kids with Disabilities by Barbara J. Newman, 2001. Available from Faith Alive Christian Resources, 1-800-333-8300, sales@faithaliveresources.org, www.friendship.org.

Learning the Lord's Prayer; Time with God and other titles available from Friendship Ministries, 1-800-333-8300 or www.friendship.org.

What is God's Name? by Sandy Eisenberg Sasso. Woodstock VT: SkyLight Paths Publishing, 1999, www.skylightpaths.com, ISBN 1893361101.

Including People with Disabilities in Faith Communities: A Guide for Service Providers, Families & Congregations by Eric Carter. Baltimore, London, Sydney: Paul H. Brookes Publishing Co., 2007.

CHILDREN'S BOOKS

Taste and See, The Goodness of the Lord by Therese Johnson Borchard. New York/Mahwah, NJ: Paulist Press, 2000. ISBN: 0809166658.

What is God Like? by Marie-Agnès Gaudrat. Collegeville MN: The Liturgical Press. ISBN: 081462510X. There are other books in this series which are excellent, including: *The Presence of God*. ISBN: 081462135X and *The Love of God*. ISBN: 0814621376.

A Walk through Our Church by Gertrud Mueller Nelso. Mahwah NJ: Paulist Press, 1998. ISBN: 0809166488.

The Story of Creation with Catholic Scripture by Allia Nolan, Tracey Moroney, illus. Melville NY: Regina Press, 2002. ISBN: 088271094X. Also in the series: *Noah's Ark*, *The Easter Story*, *The First Christmas*.

AMERICAN SIGN LANGUAGE RESOURCES

My First Eucharist and The Sacrament of Reconciliation and videos available from the National Catholic Office for the Deaf, www.ncod.org, 301-577-4184 (tty/vp), 301-577-1684 (voice/fax).

Catholic Prayers in American Sign Language (DVD with accompanying booklet) available from Archdiocese of Philadelphia Catholic Deaf Apostolate, 1-215-587-3913, pcpddeaf@adphila.org.

Signing the Scriptures: A Starting Point for Interpreting the Sunday Readings for the Deaf (separate volumes for Year A, B and C) by Joan Blake. Chicago IL: Liturgy Training Publications, 800-933-1800, orders@ltp.org; www.ltp.org.

Liturgical Signs & Prayers: A Resource for Deaf Ministries (video) produced by the Deaf Ministry Offices of the Archdioceses of Washington and Baltimore, 2008. Available from the Center for Deaf Ministries, Archdiocese of Washington, 301-459-7464, advterprequest@aol.com or Deaf Ministries for the Archdiocese of Baltimore, 410-347-0704, ecolarusso@archbalt.org.

www.aslpro.com – video online dictionary. Has religion section, as well as other categories.

Published by and available from Garlic Press, www.garlicpress.com.

✦ *Signing at Church for Adults and Young Adults*. Order # GP-098.

✦ *Signing at Sunday School*. Order #GP-099.

BRAILLE & LARGE PRINT RESOURCES

Xavier Society for the Blind—Provides free spiritual and inspiration reading materials and lending library services in Braille, large print and audiocassette formats. 1-212-473-7800; 1-800-637-9193, www.xaviersociety.org

Large print Lectionary and Sacramentary available from the National Catholic Partnership on Disability, 1-202-529-2933, www.ncpd.org.

GENERAL LEARNING AND DISABILITIES

Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's, Bipolar, and More! by Martin L. Kutscher, MD with contributions from Tony Attwood, Ph.D. and Robert R. Wolff, M.D. London and Philadelphia: Jessica Kingsley Publishers, 2005.

In Search of Better Angels: Stories of Disability in the Human Family by J. David Smith. Thousand Oaks, CA: Corwin Press, Inc., 2003.

Mental Retardation and Intellectual Disabilities: Teaching Students Using Innovative and Research-Based Strategies by Michael L. Wehmeyer and Martin Agran. Boston: Pearson Custom Publishing & AAMR, 2005.

AUTISM-SPECIFIC RESOURCES

My Best Friend Will by Jamie Lowell and Tara C. Tuchel, M.S., CCC-SLP. Shawnee Mission, KS: Autism Asperger Publishing col, 2005. www.asperger.net. Jamie introduces us to her friend Willie, who has autism. She does so in a way that is both informative and natural, as if we were

sitting together in person. In the process, we learn many specifics about autism, which is part of his uniqueness, but also about the things that she and her friend shares. Jamie is a 5th grader from Wisconsin. She and Willie have been friends since Kindergarten.

the AUTISM ACCEPTANCE book: Being a Friend to Someone with Autism by Ellen Sabin. Watering Can Press, 2006. ISBN: 0975986821, www.wateringcanpress.com. This is an activity book that provides downloadable lesson plans to be used with grades K-8 to engage children in learning to embrace people's differences and treat others with respect, compassion, and kindness.

When My Autism Gets Too Big! A Relaxation Book for Children with Autism Spectrum Disorders by Kari Dunn Buron. Shawnee Mission, KS: Autism Asperger Publishing Co., 2003, www.asperger.net.

The Science and Fiction of Autism by Laura Schreibman. Cambridge, MA & London, England: Harvard University Press, 2005.

"You're Going to Love this Kid!" Teaching Students with Autism in the Inclusive Classroom by Paula Kluth. Baltimore, London, Sydney: Paul H. Brookes Publishing Co., 2003.

Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals Catherine Maurice, ed., Gina Green & Stephen C. Luce, co-ed. Austin, TX: Pro-Ed, 1996.

Inclusive Programming for Elementary Students with Autism by Sheila Wagner, M.Ed. Arlington, TX: Future Horizons, Inc., 1998, 1999.

Inclusive Programming for Middle School Students with Autism/Asperger's Syndrome by Sheila Wagner, M.Ed. Arlington, TX: Future Horizons, Inc., 2002.

ADHD/ADD RESOURCES

Eagle Eyes: A Child's Guide to Paying Attention by Jeanne Gehret, M.A. ISBN 0962513644.

Attention Deficit Disorder: A Different Perception by Thom Hartmann. Introd. by Edward M. Hallowell, M.D., For. by Michael Popkin, Ph.D. rev. ed. Grass Valley, CA: Mythical Intelligence, Inc., 1997.

All About Attention Deficit Disorder by Thomas W. Phelan, Ph.D. Glen Ellyn, IL: Child Management Inc, 1996.

WEBSITE RESOURCES

NCPD – National Catholic Partnership on Disability, www.ncpd.org. Select Webinar for the Toolkit that includes Religious Education Materials.

NAFIM – National Apostolate for Inclusion Ministry, www.nafim.org.

NICE – The Network of Inclusive Catholic Educators, www.udayton.edu/~ipi/nice.htm.

NCOD - The National Catholic Office for the Deaf, www.ncod.org

Church Access for Persons with Disabilities; Catholic Theological Information & Practical Advice
- <http://www.catholicdisabilityteachings.com/>

Religious Education Resources, Resources for inclusion of children with disabilities
<http://www.silk.net/RelEd/disabilities.htm>

Spiritual Connections with Tip Sheets for Clergy, Congregations, and Religious Educators –
www.communityconnections.umk.edu .

US GOVERNMENT Department of Health and Human Services, Centers for Disease Control and Prevention - www.cdc.gov/az.do (alphabetical listing)

US GOVERNMENT Department of Education - <http://www.ed.gov/>

INTELLECTUAL & DEVELOPMENTAL DISABILITIES

- ✦ The Elizabeth M. Boggs Center on Developmental Disabilities –
<http://rwjms.umdj.edu/boggscenter/>
- ✦ American Association on Intellectual and Developmental Disabilities - www.aaidd.org
- ✦ COSAC – The New Jersey Center for Outreach and Services for the Autism Community -
www.njcosac.org/cosacindex .
- ✦ United Cerebral Palsy – www.ucp.org
- ✦ Autism Society of America – www.autism-society.org.
- ✦ The National Association for Down Syndrome – www.nads.org
- ✦ Tourette Syndrome "Plus" - www.tourettesyndrome.net/index.htm - awesome website
on Tourette Syndrome "Plus" many useful resources for other disabilities as well.

ADD/HD & LEARNING DISABILITIES

- ✦ Children and Adults with ADD/HD - www.chadd.org/
- ✦ Website on learning disabilities, including adhd - www.ldonline.org
- ✦ www.schwablearning.org Unfortunately, will be going off the web sometime soon, but
transferring ownership. So perhaps will still be helpful.

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