



Irresistible Church Training

For Disability Ministry

Presented by



Responding with Compassion Presentation Outline

How to Use:

This script lays out suggested talking points and content pulled directly from the specific book/resource highlighted. Here are a few things to know before you begin to use these scripts:

1. **Bold Type** is what you say. *Italic type* are suggestions and instructions.
2. The script is laid out with wide margins for easier reading without too much side to side eye movement. Sentences and paragraphs are broken up by phrasing and suggested pauses. = indicates a thought, phrase, or slight pause. • indicates you need to click over to the next slide or animation.
3. In the *Italics* you will find suggestions for customizing the material with personal stories or examples.
4. Please retain the Irresistible Church logo and the Joni and Friends logo on each slide, with the exception of slides added for your church's purposes.
5. The first few slides will be similar in each presentation. If you are doing more than one session in a day, we suggest you present these slides in the first session and eliminate them in later presentations on the same day. (*You could also use them to encourage participation, or "test" the audience and ask them to define an Irresistible Church*)
6. We have added suggested resources for each presentation. If you would like to purchase these, please visit joniandfriends.org.

Responding with Compassion Presentation Outline:

Main objective: To help those serving people with disabilities to understand the best practices for managing challenging behavior.

Suggested supplies: *Bible* with all passages marked, copy of *Responding With Compassion* book or PDF for each participant, *Responding with Compassion* Appendices: Basic Parent Interview, Call and Response Phrases, Creating a Sensory Bag, Disability Schedule, Sample Schedule with Icons, Teaching the Concept of Salvation, Websites for free Visual Downloads.

Please also note that this presentation contains a video from YouTube, and thus requires an internet connection to work properly on that slide.

Suggested resources to accompany *Responding with Compassion* training:

Joni: An Unforgettable Story

Beyond Suffering Bible

Real Families, Real Needs

Another Kind of Courage

Same Lake, Different Boat

A Place of Healing

SLIDE 1 - The Irresistible Church Series



Use this slide while people arrive. If you want to add music to this presentation go to Insert, Media, Audio/Audio on my PC. Select the song and a small music icon will appear in

the corner of the slide. Music should automatically begin when you start the slide show.

SLIDE 2 – Responding with Compassion



The music will stop when you switch to this slide. Share your heart for this training! What motivated you to lead this session, and what do you hope to accomplish?

Read slide

- = **If you change the way you see things, you will change the things you see!**
- = **Today we're going to learn how to navigate challenging behaviors in special needs ministry, and how we can view those behaviors through a new lens.**
- = **Our goal is to create a church that reflects the heart of Christ ... to create an environment where people of all abilities are made to feel welcome and loved.**

- = **Managing difficult behavior is about creating an environment where our friends *want* to be!**
- = **When the church becomes a place where they are safe, learn from God's Word, and experience community, we become a truly *Irresistible Church*.**

SLIDE 3 – Psalm 139:14



- = **Psalms 139:14 says, “I praise you because I am fearfully and wonderfully made.”**
- = **God has uniquely designed each and every one of His children. That includes the way each of us express love and communicate our needs and desires.**
- = **People with disabilities are included in this and are uniquely designed to bring glory to the kingdom of God!**

SLIDE 4 – Responding with COMPASSION



- = **Body language is a huge part of how we communicate, even when speaking!**
- = **Think about how the phrase, “OK, mom” changes its meaning if the person saying it is saying it with a smile ... or saying it while rolling their eyes.**

- = **Non-verbal communication is a huge part of communication, even when we are using our words!**
- = **For friends who lack strong verbal communication skills, non-verbal communication becomes even more important!**
- = **So, when you find yourself in a moment of frustration, asking yourself “Why are they doing this?!”**
- = **Stop and ask yourself again ... “Why are they doing this?”**
- = **Instead of seeing it first as a behavior to correct, see it as an opportunity to help!**
- = **What are they trying to communicate?**

SLIDE 5 – Four Functions of Behavior



- = **A great starting point for understanding difficult behavior is using the acronym “SEAT.”**
 - **S stands for “sensory”**
 - **E stands for “escape”**
 - **A stands for “attention”**
 - **T stands for “tangibles”**

- = **Most behavior can be understood in terms of one of these four letters.**

- = **What SENSORY need is a person requesting by their behavior?**
- = **Is the room too loud, too bright? Are they feeling afraid, bored, anxious?**
- = **What sensory input is the person seeking?**
- = **Do they want to run, be hugged, be invited to do something specific like color or sing?**

- = **ESCAPING is a way to avoid an undesired sensory input.**
- = **The room is too loud, too crowded, too hot**
- = **Escape may look like running out the door, hiding somewhere, or simply “shutting down.”**

- = **ATTENTION is trying to capture the attention of someone.**
- = **Behavior could include grabbing your hand, hitting, saying something unkind (I like her better), running around the room**

- = **TANGIBLES are a desire to access a preferred item (a toy or game) or activity (swinging, jumping on the mini-trampoline).**

- = **When we begin to view behavior through this lens, previously perplexing behavior will often become much more clear!**

SLIDE 6 – Discussion



This video showcases the experiences of someone with a sensory processing disorder. The video should begin to play automatically.

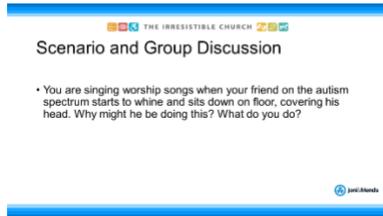
Please note: an internet connection is required for this video to work!

To return to the slideshow after the video ends, use the ESC key.

- = **We're going to play a short video of a boy with sensory processing disorder.**
- = **Pay attention to the behavior he exhibits and look for how you might understand his actions using SEAT.**

Ask the group to share their observations from the video as it relates to SEAT.

SLIDE 7 – Scenario and Group Discussion



= **Now, let's consider some other scenarios...**

Encourage your audience to break up into small groups or pairs to talk about how they might handle this scenario, given what they now know.

- **You are singing worship songs when your friend on the autism spectrum starts to whine and sits down on floor, covering his head. Why might he be doing this? What do you do?**

Invite each group to share their discussion utilizing the SEAT acronym.

- = **Helping our friends learn how to behave in a given context requires some flexibility.**
- = **We must make efforts to understand how they express their needs and desires and learn how we can communicate with them!**

SLIDE 8 – Positive Reinforcement



- = **The first strategy we have for dealing with difficult behavior is positive reinforcement.**
- = **Positive reinforcement is something motivating that is given after a positive behavior to reinforce and affirm that behavior.**

- **Positive reinforcement can be both verbal and tangible.**

- **For example: “I love the way you are walking in line with your class!”**
- **Or if a student cleans up the way you asked him or her to do, they get to pick out a game to play.**

- = **Both of these are examples of positive reinforcement, and each is tailored to the person!**

- = **Different people find different things motivating. Getting to know what motivates and excites your friend is another way we love and serve them.**

SLIDE 9 – Modifying the Classroom Environment



This is a great opportunity to think through the specifics of your classroom. If possible, bring a photo of one of your classrooms. If you've already

come up with universal classroom rules, share the heart of why each rule is in place.

- **Classroom Rules**
 - = **Imagine how frustrating it would be to play a game where the ref constantly blows their whistle at you, and you're not even sure what you're doing wrong, how the points are scored, or what team you're on!**
 - = **Clearly communicating expectations is a way to love and serve our friends.**
 - = **Post rules in several places, and make sure you go over your rules often.**
 - = **Sample Rules for Kids:**
 - = **Looking eyes**
 - = **Listening ears**
 - = **Quiet mouth**
 - = **Helping hands**
 - = **Walking feet**
 - = **Sample rules for adults:**
 - = **Respect everyone**
 - = **Listen to your leaders**
 - = **Make wise choices**

- = **REMEMBER:** This is *positive* reinforcement! When you see a friend following the rules, point it out!

- **Avoiding Clutter**

- = In addition to focusing on *things* being in order and organized, pay attention to overstimulating noises, visuals, and even smells.
- = Think back to “SEAT.” Is your classroom an environment that is...
 - = Over stimulating?
 - = Easy to escape from unnoticed?

- = Too much stimulus can become overwhelming, even when it comes to choices.

- = We want to empower our friends and give them freedom to make choices.
- = But open-ended questions like, “What do you want to do?” may become paralyzing and overwhelming.
- = Offering choices in a “this or that” format (would you like to swing or color) allows you to manage your classroom, while still allowing for freedom and choice.

- **Scheduling and Pacing**

- = Visual schedules are incredibly important! They help...put abstract ideas of time into concrete steps

- = Pointing to the schedule and giving warning about the next activity allows our friends to mentally prepare for what’s coming next.

- = **Without a schedule our friends can feel disoriented and unprepared to participate.**
- = **Many “behavioral issues” may be resolved by simply communicating expectations in an understandable way!**
- **Modeling**
 - = **If you expect your students to do something, make sure that your volunteers are doing the same! Avoid “do as I say, not as I do.”**
 - = **If the group is doing a craft, volunteers are participating too.**
 - = **During a teaching time everyone is focused on the teacher (no side conversations)**
 - = **Coloring next to a child helps them know what to do.**
 - = **Actions speak far louder than words, and positive peer pressure is a powerful tool!**
- **Transitions**
 - = **Transitions can be difficult for those with special needs.**
 - = **We can help minimize this difficulty by...**
 - = **Providing a warning, such as a visual timer or a verbal warning, saying, “In 3 minutes we’re going to worship.”**

SLIDE 10 – Group Activity/Discussion



- = **With your neighbor or small group discuss two practical ways you can see yourself implementing these classroom environment tips.**

SLIDE 11 – Modifying Lesson Plans



- **Directions**
- = **Use small and simple steps. Overly complicating things will only result in frustration for everyone involved!**

You may want to ask for a volunteer at this point. Feed them instructions such as, “pat your head, rub your belly, hop on one foot, spin in a circle, sit down, and do those actions in reverse order...” to illustrate this point! Giving a long list of instructions is hard for anyone to remember.

- **Seating**
- = **Be strategic in how you seat your friends. Those who are easily distracted by others may be at their best in the front row, and near volunteers who can help them remained focused.**

- = **If your friend does best when using a fidget toy or moving, seat them where they won't be a distraction to others.**

- **Materials**

- = **When doing crafts, games, or worksheets, make sure everyone can participate.**
- = **For example, those without fine-motor skills or the ability to make pincer movements may need accommodations.**
- = **Things like large, light blocks may allow a child to play with others. An extra thick pen may allow an adult to participate in an activity that would be difficult with a regular pencil.**

- **Activities**

- = **With hands on activities, no one wants to sit on and watch!**
- = **If material accommodations don't allow participation, a "hand on hand" technique may allow someone to engage in the activity with assistance from a buddy.**

SLIDE 12 – Irresistible Church Library



Remind your audience that BOOK TITLE and other books related to serving families affected by disability are available as free downloads at IrresistibleChurch.org.

SLIDE 13 – Contact and Closing Prayer



Don't forget to fill in your own contact information.

Close in prayer.