

# What Would You Have Me Do For You?

## Strategies for Special Needs Catechesis

By Michael & Christine Way Skinner, 2010

This chart provides a cursory list of suggestions only. Each situation will differ. The very best way to find ways to make sacramental preparation more accessible an individual with a disability is to ask that person and/or their caregivers what would be helpful to them.

<b>CHALLENGE</b>	<b>ELEMENTS OF A RESPONSE</b>
All	<ul style="list-style-type: none"> <li>- provide a place on registration forms for families to note special needs.</li> <li>- provide opportunities for parent/caregiver feedback, suggestions and support.</li> <li>- use family based and/or group catechesis whenever possible.</li> <li>- learn to relinquish a need for perfection.</li> <li>- provide predictable routines and experiences.</li> <li>- develop the skills of Listening, Flexibility, Openness, Patience, Understanding, Kindness, Consultation.</li> </ul>
Anaphylaxis	<ul style="list-style-type: none"> <li>- ensure allergy free snacks.</li> <li>- limit contributions of food from families.</li> </ul>
Attention Deficit Hyperactivity Disorder - ADHD	<ul style="list-style-type: none"> <li>- use multiple teaching strategies - visual, auditory, etc.</li> <li>- allow some work to be done at home.</li> <li>- use movement.</li> <li>- present most important material first.</li> <li>- present "big ideas" as opposed to detailed content.</li> <li>- limit amount of text / use magazine style format for written material.</li> <li>- allow for abbreviated process.</li> </ul>
Autism/Aspergers	<ul style="list-style-type: none"> <li>- use music.</li> <li>- provide smaller groups or at-home preparation.</li> <li>- use repetitive routines and rituals.</li> <li>- celebrate liturgies in smaller context.</li> </ul>
Celiac Disease	<ul style="list-style-type: none"> <li>- provide low-gluten hosts.</li> <li>- provide communion under both species.</li> </ul>
Cerebral Palsy	<ul style="list-style-type: none"> <li>- provide pdf of texts which can be used with assistive technologies, e.g. Kurzweil.</li> <li>- provide additional volunteers to help if necessary.</li> <li>- allow more time for students to speak.</li> <li>- ensure physical accessibility.</li> <li>- use learning partners (peers/parish volunteers).</li> </ul>
Hearing Impairment/Deafness	<ul style="list-style-type: none"> <li>- use visuals (e.g. books, powerpoints).</li> <li>- ensure that the face of presenters are visible for those who read lips.</li> <li>- provide sign language interpreter for classes and liturgies.</li> <li>- use email for communication.</li> <li>- provide reserved, front-row seating.</li> <li>- provide catechetical and liturgical texts in advance.</li> </ul>

<b>CHALLENGE</b>	<b>ELEMENTS OF A RESPONSE</b>
Learning Disability - LD	<ul style="list-style-type: none"> <li>- strategy will depend on specific form of LD</li> <li>- use multiple approaches - visual, auditory, kinesthetic, etc.</li> <li>- limit the use of text based and pen-to-paper work</li> <li>- provide pdf of texts which can be used with assistive technologies, e.g. Kurzweil.</li> <li>- use learning partners (peers/parish volunteers).</li> <li>- diversify expectations for students to demonstrate learning (e.g. accept artwork instead of written work).</li> <li>- use strategies from differentiated instruction models.</li> </ul>
Obsessive Compulsive Disorder - OCD	<ul style="list-style-type: none"> <li>- depends upon manifestation.</li> <li>- ask parents for suggestions.</li> </ul>
Oppositional Defiance Disorder - ODD	<ul style="list-style-type: none"> <li>- provide multiple avenues of learning (e.g. home, parish, school)</li> <li>- avoid personalizing behaviours.</li> <li>- engage parental and/or peer support.</li> <li>- ignore negative behaviours as much as possible.</li> </ul>
Physical Disabilities	<ul style="list-style-type: none"> <li>- provide wheelchair accessible meeting &amp; liturgical spaces.</li> <li>- provide priority seating.</li> </ul>
Selective Mutism	<ul style="list-style-type: none"> <li>- use email/blog spaces/web for communication.</li> <li>- use journalling.</li> <li>- use dramatic tableau and mime.</li> </ul>
Visual Impairment	<ul style="list-style-type: none"> <li>- use music.</li> <li>- use learning partners (peers/parish volunteers).</li> <li>- provide pdf of texts which can be used with assistive technologies, e.g. Kurzweil.</li> <li>- provide consistent &amp; predictable room set up.</li> <li>- verbal description of visuals.</li> <li>- use touch in rituals (e.g. blessing)</li> <li>- use large fonts in texts and powerpoints.</li> <li>- provide priority seating.</li> </ul>