



Training Manual &
Ministry Policies
Updated 2020



One Church | Multiple Locations
Beecher – Cedar Lake – Dyer – Highland – Munster – Schererville

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Core Values

Mission: To reach the disconnected and grow the connected

Vision: To facilitate the discipleship and belonging of people with developmental disabilities at Faith Church.

Transforming the world one relationship at a time

Beliefs:

1. Every human being is an image-bearer of God
- Genesis 1:26
2. Every human being is sinful and equally in need of Jesus
- Romans 3:22-24
3. Every member of God's kingdom possesses indispensable gifts
- 1 Corinthians 12:15-27

Values:

1. Every person would know that God loves them
2. Every person would grow in their love for God and love for others
3. Faith Church would be a safe environment for ministry

Objectives (The 6 "I's")

What does it mean to be part of this serving team?

1. We will develop **Interpersonal** relationships – The ultimate goal of this ministry is to point people with disabilities and their families to Jesus Christ; that they would be reconciled to Him and that we would be reconciled to one another.

All this was from God, who through Christ reconciled us to himself and gave us the ministry of reconciliation (2 Corinthians 5:18)

2. We will **Intercede** for one another – Prayer *for* each other and *with* each other is of the utmost importance for keeping this ministry Christ centered and, ultimately, effective.

I urge you, first of all, to pray for all people. Ask God to help them; intercede on their behalf, and give thanks for them. (1 Timothy 2:1)

3. We will Invite people to join in – Jesus Christ died for the whole world, and His gospel is for everyone who would receive it. For those who have already received it, there is a compelling call to share it with others. Jesus actually makes it our duty to go out and bring in the marginalized in our society to fill His house so that they may taste and see His goodness and His love.

“Go out quickly to the streets and lanes of the city and bring in the poor and crippled and blind and lame. Go out to the highways and hedges and compel people to come in that my house may be filled.” (Luke 14:21, 23)

4. We will Include people of all abilities in Church life – Faith Church will be a place where all members feel welcomed, loved, and appreciated for the God-given gifts and personalities they have been given. All parts of the body of Christ will be equally valued.

The eye cannot say to the hand, “I have no need of you,” nor can the head say to the feet, “I have no need of you.” On the contrary, the parts of the body that seem to be weaker are more indispensable.” (1 Corinthians 12:21-22)

5. We will look to the Interests of others – As we come to know the individuals with disabilities in our church (and their families), we get to know their joys and sorrows, their burdens and concerns. As a ministry, we will do our best to care for the physical, emotional, social, financial, and spiritual needs of the individuals and their families.

*Let each of you look not only to your own interests but also to the interests of others.
(Philippians 2:4)*

6. We will Instruct and disciple – Christ’s final command was to make disciples of all nations, which includes people with disabilities. We will continually teach Jesus Christ to everyone and will rely on the Holy Spirit to help them understand.

*“Go, therefore, and make disciples of all nations, baptizing them in the name of the Faith and of the Son and of the Holy Spirit, teaching them to observe everything I have commanded you.”
(Matthew 28:19-20)*

Volunteer Job Descriptions

- Minimum age for serving is completed 5th grade
- For all volunteers under 18
 - You must fill out a Faith Church Serving Application
 - Includes references
 - You must go through a Reflectors Handbook Training
- For all volunteers over the age of 18
 - You must fill out the Faith Church Serving Application
 - Includes references and background check
 - You must go through the Reflectors Handbook Training

Reflectors Kids, Teens, or Adults Sunday Worship

Commitment: 2x / month

When: 1 Sunday Service (11:00am service)

What: Spend an hour with an awesome group of individuals participating in worship, doing hands-on activities, a Bible lesson, prayer, games, and other fun activities.

Friendship Ministry: *meets at Faith Highland*

Commitment: 1x to 2x / month (*during school year*)

When: Tuesday evenings, 7:00 pm – 8:30 pm

What: Spend part of an evening with an incredible group of adults in a time of fellowship, Bible study, prayer, and food.

Special Events

When: Varies throughout the year

What: There are lots of special events in Reflectors, with the purpose of outreach, family support, and/or socialization. These events might include “Night to Shine,” parent retreats, Friday night social events, etc. Within each event, there are multiple opportunities to serve. We like to call these events “All Hands on Deck” events, meaning we’d love to have you join us if you can (the more the merrier)! Please watch the newsletter and website for details and sign-up information throughout the year.

Policies for Volunteers

Food: Because of intensified allergies and dietary restrictions, food may not be given to any individual with a disability unless a parent or legal guardian has given written authorization.

At Least 2:1 Ratio At All Times: A volunteer must never be alone with an individual with disabilities, child or adult. In any situation or setting that involves at least one person with disabilities, at least 2 volunteers must be present. For more information, please see the *Child Safety Policy* attached to this handbook.

Medical Response: In the case of any incident that calls for medical response (seizures, cuts, burns, choking, eye injuries, fainting, sprains, or any other type of injury), a radio will be available to contact a medical response team member who will be available to come and give assistance to the situation. Between the time that the responder is called and comes into the area of the incident, take basic first aid precautions. Clear the area, do not touch the effected area, and make sure that the individual is responsive.

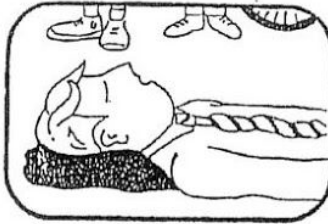
Be cautious about any type of bodily fluid. If you or anyone else comes in contact with a bodily fluid that is not your own/their own, wash that area immediately and follow up with someone who is authorized to check the medical information of the individual from whom the bodily fluid came from.

Bathroom and Personal Care Issues: For individuals who need assistance with using the restroom or taking care of personal needs, it is suggested that at least one family member is involved. Written consent must be given by a parent or legal guardian if a ministry volunteer is to give assistance to the individual. In any bathroom or personal care situation, there must be at least 2 volunteers present.

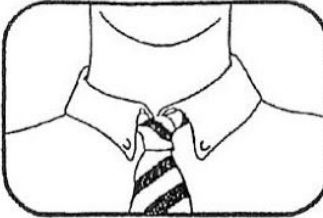
Sickness: If a volunteer is sick, it is requested that they stay home. If this happens, they must contact the person who is in charge of their scheduling so that a substitute can be found (if needed).

First Aid for Seizures

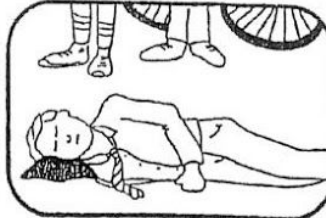
(Convulsions, generalized tonic-clonic, grand mal)



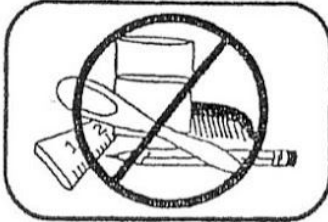
Cushion head



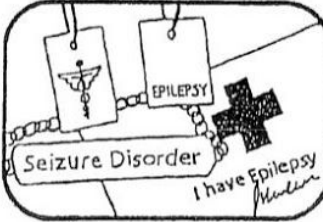
Loosen tight neckwear



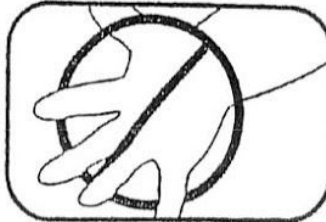
Turn on side



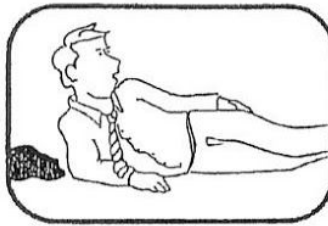
Nothing in mouth



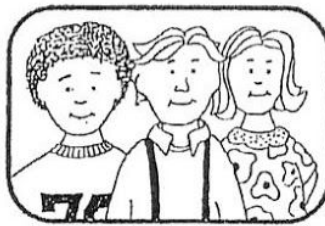
Look for I.D.



Don't hold down



As seizure ends



... offer help

Most seizures in people with epilepsy are not medical emergencies. They end after a minute or two without harm and usually do not require a trip to the emergency room.

But sometimes there are good reasons to call for emergency help. A seizure in someone who does not have epilepsy could be a sign of serious illness.

Other reasons to call an ambulance include:

- A seizure that lasts more than five minutes
- No "epilepsy" or "seizure disorder" I.D.
- Slow recovery, a second seizure, or difficult breathing afterwards
- Pregnancy or other medical I.D.
- Any signs of injury or sickness

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Disability Awareness:
 24 Lessons for the Inclusive Classroom



Behavioral Strategies

Behavior Management Tips

Make sure that the individual you are caring for knows that you value them as a person. Part of the reason for this is simply because people tend to want to please people they like (people with disabilities are no different).

1. Strategies to reduce the occurrence of negative behaviors

- Forecasting: Let the individual know what is coming next
- Choices: Give the individual choices
- Communication: Make sure the individual has a means to communicate
- Routine: Avoid abrupt changes in routine

2. Manage behavior positively

- Ignore the undesirable behavior; praise the good behavior
- Redirect the undesirable behavior
- Do NOT reinforce undesirable behavior (positively or negatively)

3. Reinforce the desired behavior

- When an individual exhibits a good behavior, do not let it go unnoticed
- Verbal praise can go a long way. Make sure to be specific! (e.g. instead of just saying "good job," say "I really liked the way you said 'hi' to Johnny. That was very nice of you.")
- Use physical reinforcers for good behavior. For example, if an individual enjoys going for walks, then offer to take a walk with them when they are behaving appropriately.

4. Check with parent/caregiver for tips in handling undesirable behavior

- Any behavior you experience is something that the parent or caregiver has mostly likely experienced a hundred fold. Ask how the behavior is handled at home. Consistency is important
- Any reward system should first be approved by parents/caregivers.

Responding to Misbehavior

When someone misbehaves, it could be for a variety of reasons. Realizing why they are acting the way they are and controlling your response will often bring about the desired behavior.

1. Setting expectations for appropriate behavior

- The “behavior bar” should initially be set at the age of the individual. For example, it would not be appropriate for a typical 8 year old to kick his or her peers; nor would it be appropriate for an 8 year old with disabilities.

- That being said, the developmental level and learning style of the individual must be taken into account. Give clear expectations to the individual and hold them accountable to meeting those expectations.

2. Stay calm and ignore as much possible

- A lot of negative behavior comes from a desire for attention. When an individual displays an undesirable behavior and a person responds to it, the behavior is being reinforced. Therefore, ignore those behaviors as much as possible while counteracting it with lots of praise for the individual’s positive, desirable behaviors.

- Avoid power struggles. Stay calm and do not “fight back” when an individual is being defiant.

- A pro-active, positive minded offense is the best defense to negative behaviors.

3. Out of control misbehavior

- Use a “hands-off” approach at all times unless the individual is in danger of hurting themselves or others.

- Remain calm

- Remove any other persons from the area, plus any dangerous objects

- Do as much as you can to give the individual time and space to calm down.

- The only people allowed to physically restrain an individual are the individual’s parents or caregiver, or *Safety Care* certified volunteers or staff. If an individual is known to be at risk of performing violent behaviors, then one of these certified persons mentioned above must be present with the individual at all times.

104 Positive Ways to Interact with Our Students

From Elim Christian Services

1. Minimize verbal communication
2. Love them unconditionally
3. Stay calm, even subtle reactions are rewarding
4. Teamwork
5. On different days, pending their emotional/regulatory state, modify and accommodate work tasks accordingly
6. Set reasonable limits/expectations
7. Patience is a virtue
8. Give choices (two choices) and allow staff/child empowerment by letting them have some control
9. Ignore negative behaviors while emphasizing positive behaviors (energize the positive, avoid energizing the negative)
10. Remember building a trusting relationship with disruptive students has proved to be one of the most successful things teachers can do to
11. Positively state directions, tell them what you want them to do instead (example: sit in your seat vs. don't stand)
12. Enforceable limits/expectations
13. Proactively anticipate situations
14. Review rules at the beginning of every day
15. Visually structure your room - clear visual boundaries, defined spaces for activities/organization, adequate space
16. Positively state rules, post them in class, stated so that all understand expectations
17. Everyone do the same thing every time (consistency) in a respectful and timely manner
18. Take your time (we're not in a hurry)
19. Use "first, then" statements for schedules
20. Use "if, then" statements for expectations and consequences
21. Instead of telling students "no" when they are asking for something, say "yes, you can at this time" (example: instead of saying "swimming is not today", you say "swimming is on Wednesday")
22. 5 positive to 1 negative
23. Praise small successes
24. Use positive reinforcement throughout the day
25. Alternate preferred tasks with un-preferred tasks
26. Ability - modify tasks to each student and have realistic expectations
27. Acknowledge precipitating factors - adapt as necessary
28. Take educational advantage of natural consequences (example: if my shoe is untied and I trip, I will probably learn to tie my shoe before leaving next time)
29. Physical activity decreases aggression
30. Use a kitchen timer
31. Use a visual timer
32. Use pictures
33. Pre-plan consequences for un-met expectations
34. Regularly communicate with parents to support each other
35. Promote friendships among students, use those friendships as learning and interaction tools

36. Use distraction (to another activity or interest)
37. Use clear, specific directions
38. Promote independence
39. Active learning through increased productivity and minimum down time
40. Wait and give TIME for a response
41. Set the example
42. Use music
43. Dim the lights
44. Catch people being good
45. Be aware of surroundings
46. Use your resources - utilize staff time, behavior staff, and parents to help plan, create, and implement ideas
47. Recognize the need for help/taking a break
48. Acknowledge students feelings
49. Leave work at work and home at home
50. Clear beginnings and endings
51. Smile :)
52. Find ways to enjoy your job
53. Speak softly
54. Use language appropriate for students
55. Teach rules
56. Practice rules
57. Teach expectations, practice often
58. Model rules and expectations
59. Replace negative behaviors with appropriate alternatives
60. Sensory diet
61. Have lessons prepared ahead of time
62. Social stories
63. Anticipate and plan for everything!
64. Create a waiting area
65. Use toys/items for students to have while waiting or transitioning
66. Schedules
67. Encourage communication
68. Use books to relax
69. Prepare for transitions
70. Give them something to do that they can't do while misbehaving
71. Make a big deal over responsible, considerate, appropriate behavior with lots of attention, thanks, praise, recognition, thumbs up, and special privileges
72. Take a break (students and staff)
73. When possible, move to a private place to talk about problems. Never embarrass a student by talking about them in front of them
74. At the end of the day, remind your student that they are special and remind them of something good they did that day
75. Surprise your student by whispering on occasion. This often improves their attention and helps you to stay in control and think more clearly.
76. Do nothing, wait and learn from the student. Intervening too quickly often prevents us from truly understanding what the student is saying with their behavior.

77. If you find yourself working harder than the student, they won't change and you will get burned out
78. Minimize transitions
79. Less is more! (less words, less sentences, less directions, less questions)
80. If you dropped the ball and got burned, move forward. If you goat has been gotten, keep that as privileged information.
81. Remember the three things you have control over: 1) Your behavior 2) The Environment 3) The Curriculum
82. Reward effort
83. The better you take care of yourself, the better you can help others
84. Exercise decreases aggression and stress....so exercise!
85. Out of sight, out of reach, out of mind! Remember to have locked closets, containers, and high shelves when necessary.
86. Remove unnecessary and distracting items from students' view and reach (if it's causing a problem, get rid of it)
87. Organization - a place for everything and everything in its place
88. Continually monitor the effectiveness of your reinforcers and change as necessary
89. If it works, do more of it
90. If it works a little, build on it. Small changes can lead to more or larger changes.
91. If it doesn't work, do something different. Do something different, even if it seems illogical. Think outside the box! If you don't change, neither will the behavior.
92. Keep it simple
93. Focus on solution oriented talk rather than problem oriented talk
94. Your greatest asset is what you choose to energize and how you choose to respond
95. Change only one thing at a time
96. Remember that lectures, warnings, yelling, reprimands, discussions, and nonverbal ways of responding to negativity are really rewards of energy. Be super careful what you choose to reward!
97. Only make a fuss about the good stuff and remember that you can see as many positives as you choose to see
98. Always consider the student's biological/medical needs when a behavior is occurring
99. Rational detachment
100. Incorporate student's interests into activities
101. Work-break systems
102. Use concrete language (avoid sarcasm and metaphors)
103. Review posted daily schedule frequently
104. Laugh and use humor

Communicating Spiritual Truth to Concrete Thinkers

By Dawn Clark

*The Levites...instructed the people in the Law while the people were standing there. They read from the Book of the Law of God, making it clear and giving the meaning **so that the people could understand what was being read.***

Nehemiah 8:7-8

1. What do we need to communicate Spiritual truth?
 - Desire to help students UNDERSTAND the Biblical passage
 - Knowledge of the Biblical passage
 - Knowledge of how concrete thinkers learn
 - Communicating the Biblical truth with that knowledge of how concrete thinkers learn in view. Understanding different learning styles and always teaching using a variety of learning styles in your lesson.

2. Who are concrete thinkers?
 - Young children
 - Children and adults with developmental disabilities

3. What are the characteristics of concrete thinkers?
 - Difficulty with abstract concepts and metaphors
 - Comprehend more than they can express
 - Often have short attention spans
 - Difficulty with a sense of time
 - Difficulty answering open-ended questions

4. What are their preferred learning styles?
 - **Visual** - think in pictures; learn by seeing (very true for individuals with autism)
 - **Kinesthetic** - learn by experience; learn by moving, touching, and doing (an individual with limited vision and a developmental disability will primarily learn by using this method)

5. How do concrete thinkers learn?

- **Seeing, NOT Hearing**
 - Use visuals as you speak
 - Use screens/monitors
 - Keep language simple
- **Hands-on**
 - Involved them in the story
 - Role play
 - Repeated phrase or motion when characters appear
 - Object lessons
 - Crafts, puzzles, Bible games, etc.
- **Music**
 - Uses both sides of the brain which helps memory
 - Use songs that reinforce the truth in the Biblical Story
 - Use simple signs with singing
- **Repetition**
 - Teach the same truth in a variety of ways (craft, song, prayer, video, etc.)
 - Using themes is a creative way to do repetition
- **Pictures and Visuals**
 - GET TO KNOW THE RESOURCE ROOM!
 - Use variety
- **Structure and Consistency**
 - Keep the schedule of the room the same
 - Use pictures to illustrate the schedule (Boardmaker pictures)
- **SHORT Chunks of Information - Limited Memory**
 - Break up the story into short segments and allow response from participants
 - Use “either, or” questions or “yes/no” questions rather than open-ended questions

Communicating With and About People with Disabilities

Information for this fact sheet came from the Office of Disability Employment Policy; the Media Project, Research and Training Center on Independent Living, University of Kansas, Lawrence, KS; and the National Center for Access Unlimited, Chicago, IL.

The Americans with Disabilities Act, other laws, and the efforts of many disability organizations have made strides in improving accessibility in buildings, increasing access to education, opening employment opportunities, and developing realistic portrayals of persons with disabilities in television programming and motion pictures. Where progress is still needed is in communication and interaction with people with disabilities. Individuals are sometimes concerned that they will say the wrong thing, so they say nothing at all - thus further segregating people with disabilities. Listed here are some suggestions on how to relate to and communicate with and about people with disabilities.

Words

Positive language empowers. When writing or speaking about people with disabilities, it is important to put the person first. Group designations such as “the blind”, “the retarded”, or “the disabled” are inappropriate because they do not reflect the individuality, equality, or dignity of people with disabilities. Further, words like “normal person” imply that the person with a disability isn’t normal, whereas “person without a disability” is descriptive, but not negative. The accompanying chart shows examples of positive and negative phrases.

Affirmative Phrases	Negative Phrases
Person with an intellectual, cognitive, developmental disability	Retarded; Mentally defective
Person who is blind; person who is visually impaired	The blind
Person with a disability	The disabled; handicapped
Person who is deaf	Deaf and dumb
Person who is hard of hearing	Suffers from a hearing loss
Person who has multiple sclerosis	Afflicted by MS
Person with cerebral palsy	CP victim
Person with epilepsy; person with seizure disorder	Epileptic
Person who uses a wheelchair	Confined to a wheelchair; restricted to a wheelchair
Person who has muscular dystrophy	Stricken by MD
Person with a physical disability	Crippled; Lame; Deformed
Unable to speak; uses synthetic speech	Dumb; Mute
Person with a psychiatric disorder	Crazy; Nuts
Person who is successful, person who is productive	Has overcome disability; Is courageous or inspirational because of their disability

Actions

Etiquette considered appropriate when interacting with people with disabilities is based primarily on respect and courtesy. Outlined below are tips to help you in communicating with persons with disabilities.

General Tips for Communicating with People with Disabilities:

- When introduced to a person with a disability, it is appropriate to offer to shake hands. People with limited hand use or who wear an artificial limb can usually shake hands. (Shaking hands with the left hand is an acceptable greeting)
- If you offer assistance, wait until the offer is accepted. Then listen to or ask for instructions.
- **Treat adults as adults!** Address people who have disabilities by their first names only when extending the same familiarity to all others.
- Relax. Don't be embarrassed if you happen to say "see you later" or "did you hear about that?" that seem to relate to a person's disability.
- Don't be afraid to ask questions when you're unsure of what to do.

Tips for Communicating with Individuals Who are Blind or Visually Impaired:

- Speak to the individual when you approach him or her.
- State clearly who you are; speak in a normal tone of voice.
- When conversing in a group, remember to identify yourself and the person to whom you are speaking.
- Never touch or distract a service dog without first asking the owner.
- Tell the individual when you are leaving.
- Do not attempt to lead the individual without first asking; allow the person to hold your arm and control his or her own movements.
- Be descriptive when giving directions; verbally give the person information that is visually obvious to individuals that can see. For example, if you are approaching steps, mention how many steps there are.
- If you are offering a seat, gently place the individual's hand on the back or arm of the chair so that the person can locate the seat.

Tips for Communicating with Individuals who are Deaf or Hard of Hearing:

- Gain the person's attention before starting a conversation by tapping the person gently on the shoulder or arm, or waving in the person's sight-line
- Look directly at the individual, face the light, speak clearly in a normal tone of voice, and keep your hands away from your face. Avoid smoking or chewing gum.
- If the individual uses a sign language interpreter, speak directly to the person, not the interpreter.
- If you telephone an individual who is hard of hearing, let the phone ring longer than usual. Speak clearly and be prepared to repeat the reason for the call and who you are.
- If you do not have a teletypewriter (TTY), dial 711 to reach the national telecommunications relay service, which facilitates the call between you and an individual who uses a TTY.

Tips for Communicating with Individuals with Mobility Impairments

- If possible, put yourself at the wheelchair user's eye level.
- Do not lean on a wheelchair or any other assistive device.
- Never patronize people who use wheelchairs by patting them on the head or shoulder
- Do not assume the individual wants to be pushed - ask first
- Offer assistance if the individual appears to be having difficulty opening a door
- If you telephone the individual, allow the phone to ring longer than usual to allow extra time for the person to reach the telephone.

Tips for Communicating with Individuals with Speech Impairments

- If you do not understand something the individual says, do not pretend that you do. Ask the individual to repeat what he or she said and then repeat it back.
- Be patient. Take as much time as necessary.
- Try to ask questions which require only short answers or a nod of the head.
- Concentrate on what the individual is saying.
- Do not speak for the individual or attempt to finish his or her sentences.
- If you are having difficulty understanding the individual, consider writing as an alternative means of communication, but first ask the individual if this is acceptable.

Tips for Communicating with Individuals with Cognitive Disabilities:

- If you are in a public area with many distractions, consider moving to a quiet or private location.
- Be prepared to repeat what you say, orally or in writing.
- Offer assistance completing forms or understanding written instructions and provide extra time for decision-making. Wait for the individual to accept the offer of assistance; do not "over-assist" or be patronizing.
- Be patient, flexible, and supportive. Take time to understand the individual and make sure the individual understands you.

Remember...

- Relax
- Treat the individual with dignity, respect, and courtesy
- Listen to the individual
- Offer assistance but do not insist or be offended if your offer is not accepted



Parent/Guardian Policies

- For Kids: It is up to you, the parent/guardian, whether or not you would like to stay with your child/family-member/participant on the first visit. We encourage parents/guardians to participate in the main worship service, but want to be flexible to your preference.
- For Teens/Adults: It is up to you, the parent/guardian/caregiver, whether or not you would like to stay with your child/family-member/participant on the first visit. We encourage parents/guardians/caregivers to participate in the main worship service, but want to be flexible to your preference. *Group Homes requiring staff to stay with their participants is acceptable.*
- One of our purposes for providing Reflectors classrooms is for you to be able to attend Worship Services. We request you do not leave the premises while your participant is in our classrooms during weekend services. *There may be times where we will offer respite care where you will be able to leave the campus. We would then communicate this information to you.*
- Please fill out an IWP (Individualized Worship Plan) form for your child/family-member/participant so that our team can be as equipped as possible to make his/her time with Reflectors an awesome one. You can find and fill out this form at www.reflectorsministry.org
- If you know that your child/family-member/participant will *not* be able to attend on a particular weekend, please (if possible) give some type of notice in advance. It can be in-person, by email, phone call, etc. This will help in the volunteer preparation process. Or, if you ever have questions, concerns, or ideas about anything, please let us know – we're here for you!

Cedar Lake: Contact Becky / bgouwens@wearefaith.org / 219-864-0300 (ext. 196)

Dyer: Contact Pam / pamv@wearefaith.org / 219-864-0300 (ext. 145)

Church-wide inquiries: Contact Vinnie / vadams@wearefaith.org / 219-864-0300 (ext. 197)

Individualized Worship Plan (IWP)

We want to get to know each Reflectors Ministry Participant as best we can, and the information on this form helps us do that. All information will remain confidential and will only be shared with Reflectors Ministry staff and applicable volunteers.

Participant's Name & Contact Information

"Email" and "Mobile Phone" are for best way to get in touch with parent(s)/caregiver(s)

First Name*

Last Name*

Email*

Mobile Phone*

Mobile Carrier*



Street*

City*

State*

Postal Code*

Birthday*



Gender*



Name of Person Filling Out This Form*

0 / 60

Date this Form is Being Filled Out*



Parent(s) / Guardian(s) Name(s)*

0 / 60

Additional Contact Information

If you have alternative phone numbers, address, or email addresses than listed above, please type here:

Faith Church Campus*

Reflectors Programming is only available at Dyer and Cedar Lake Campuses

Choose... 

Current Grade in School

Choose... 

Disability Type

We don't like labels - but they can be helpful in providing a minimal level of understanding

0 / 60

Strengths and Abilities

What is he/she good at? What does he/she do well?

Communication

How does he/she communicate best (Output AND Input)? e.g. verbal, gestures, ASL, electronic device, PECS cards, single words, etc.

Motor Abilities

e.g. does he/she need assistance with mobility (walking or rolling)? Writing / Cutting / Gluing (hand over hand)?

Challenges

What kinds of things are difficult for him/her to do that would be helpful for us to know? Please include any fears/aversions (if applicable)

Preferred Activities

What does he/she really enjoy doing? e.g. hobbies, favorite things/activities

Goals / Hopes / Dreams For This Upcoming Year

Could be Spiritual, Social, Behavioral, etc.

Restroom*

Please Check One (additional comments can be made below in 'Other Information' box)

- The individual can use the restroom independently
- The individual needs some support // Staff may help
- The individual needs some support // Please page me for help

Allergies / Dietary Restrictions / Other Health Concerns (if applicable)

Re-Direction & Reinforcement Techniques (if applicable)

If the person is having a difficult time participating with the group, what is a helpful way to encourage participation? And/Or what are techniques that will NOT be helpful? Specifically, what are preferred "praise" methods (high-fives, stickers, words, etc.)?

Safety Procedure Agreement*

We have team members (staff and volunteers) who are certified in the "Safety Care" program. Our behavioral support system is centered on positive reinforcement and a hands-off approach to de-escalation. *Only* if a situation escalates to a point of an individual being at physical *danger* to self or others would these certified team members use any type of hands-on management - in which case, Safety Care certification uses the safest, evidence-based physical management techniques. *By clicking "I understand and agree," you understand our approach and agree to give consent to these certified Reflectors team members to use Safety Care strategies as trained, including safe, hands-on physical management if a situation escalates to a danger to self or others.*

I understand and agree

The individual has a behavior plan at home/school/work that I would like to be followed as closely as possible when he/she is at church.

If "yes," we will contact you for details and collaboration

Yes

No

Any Other Information That Would Be Helpful To Know About

Photo Consent*

I give permission for *(name of participant)* to appear in photographs related to the Reflectors Ministry and Faith Church. I understand that these photos may be used for promotional purposes and may appear in Faith Church publications, on the Faith Church website, in Reflectors Ministry newsletters and event flyers, and other promotional material.

Yes

No

Any medication(s) currently being taken
