



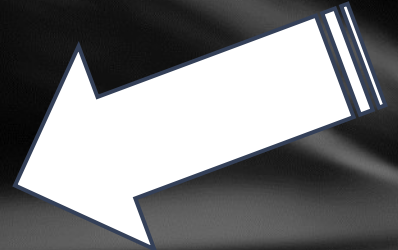
WE CAN ADAPT:

Methods and Materials that work!

Sr. Kathleen Schipani, IHM

*Office for Persons with Disabilities & the Deaf Apostolate
Archdiocese of Philadelphia*

TWO APPROACHES *that can be transformative.*



UDL *and* EBP



WE CAN ADAPT:

Methods and Materials that work!

This workshop will explore using Universal Design for Learning, the use evidenced based practices and adaptive resources to optimize learning for all in Parish Religious Education and Catholic Schools to meet the needs of diverse learners and those with disabilities.

- **Universal Design for Learning - UDL**
- **Evidenced Based Practices - EBP**

Diverse learners and those with disabilities

Three Foundational Understandings

Every Person, however limited, is capable of growth in holiness.

NDC #49

- Desire
- Capacity
- Lead others to God



DESIRE

- Encounter Christ
- Experience belonging
- Prayer / Relationship



“We evangelize not with grand words, or complicated concepts, but with the joy of the Gospel, which fills the hearts and lives of all who encounter Jesus.”

Joy of the Gospel, Pope Francis

CAPACITY

- To know God
- To encounter God in prayer
- To learn in a variety of ways



Agents of Evangelization

- Leading others to encounter God



Further, realizing the unique gifts individuals with disabilities have to offer the Church, we wish to address the need for their integration into the Christian community and their fuller participation in its life.

USCCB Pastoral Statement #1

At Home

The child works at home with parents and family.

One-on-One

The child works one-on-one with a catechist, a teen faith mentor, or a parent.

Group Program for Children with Special Needs

A group of children, all with special needs, works with a catechist or group of catechists.

Part-Time Adapted Group Catechesis in Typical Classroom

The child spends part of the time in a typical classroom (often with a teen faith mentor, parent, or assistant catechist) and the rest of the time in a one-on-one setting or a group program for children with special needs.

Full-Time Adapted Group Catechesis in Typical Classroom

The child receives catechesis in a typical classroom with a level of support that works best for him or her, such as

- lesson adaptations for the child or the whole class
- teen faith mentor, parent, or assistant catechist working with the class or child



All Settings are part of your Parish Religious Education Program



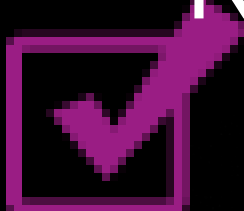
Universal Design in Learning

in Religious Education p.24-25

GOAL: Inclusive and effective learning environments

Premise: *Curriculum or methods not students are disabled.*

Removing barriers to learning!!



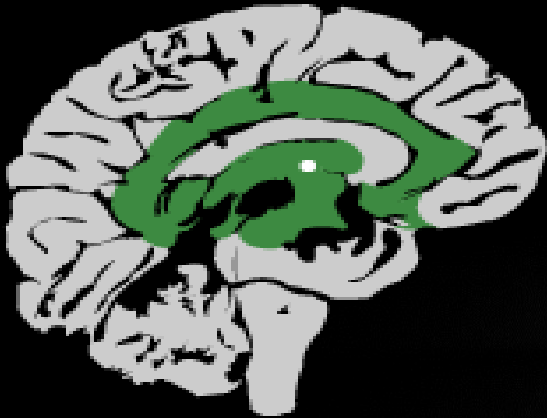
Researched based learning.

www.udlcenter.org

www.cast.org

Universal Design in Learning

ENGAGEMENT



Affective Networks

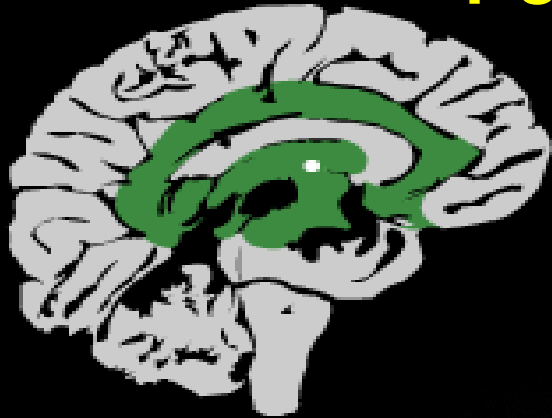
The "why" of learning

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



**Stimulate interest and
motivation for learning**

Purposeful and Motivated



Affective Networks

Appeal

Novelty

Utility

Belief

Applicability

Relevance

Anticipation (a hook)

Surprise

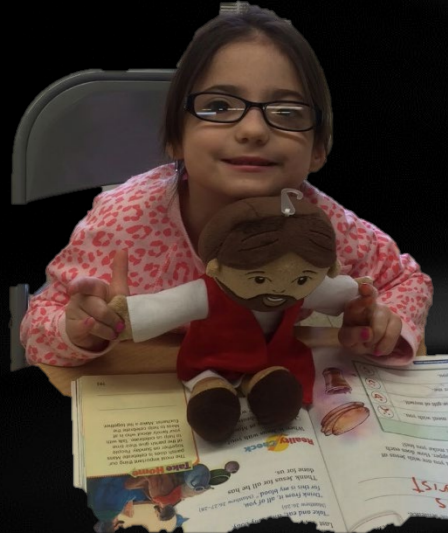
Challenge

Feedback

Closure

Community /friends

Stimulate interest and motivation

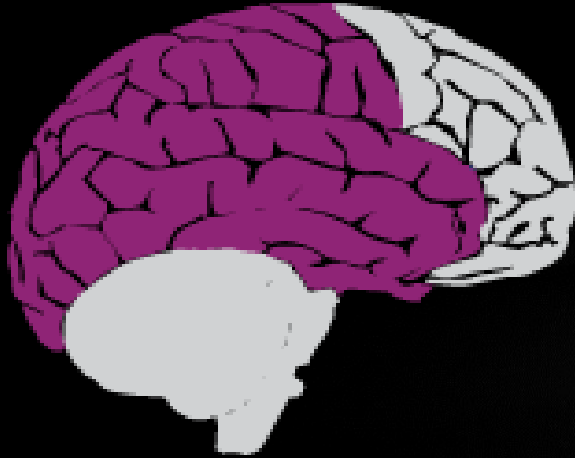


- Access
- Build
- Internalize



Universal Design in Learning

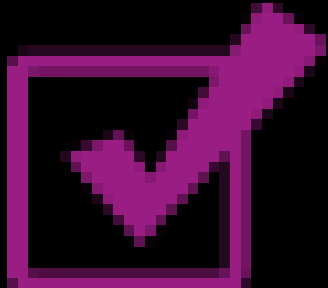
Multiple means of Representation



Recognition Networks

The "what" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or symbols are recognition tasks.

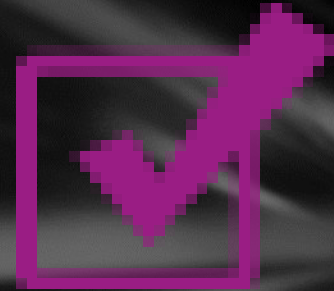


**Present information and
content in different ways**



Present information and content in different ways

Recognition Networks



Visual Supports

Picture Exchange Communication System

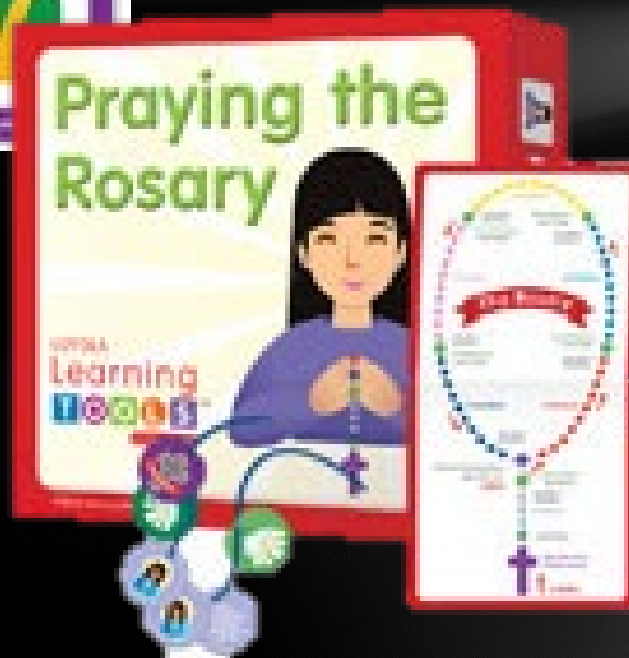
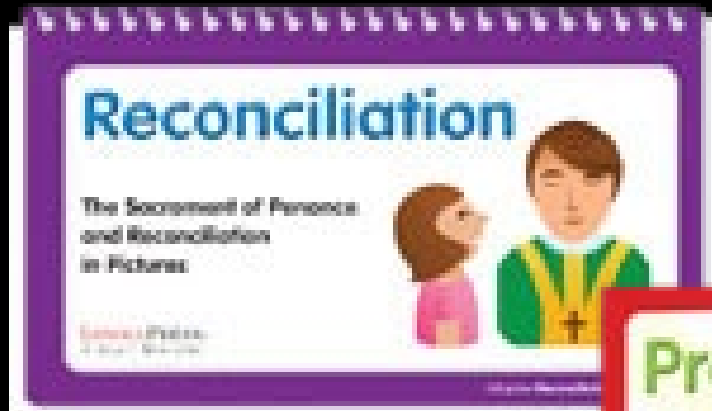
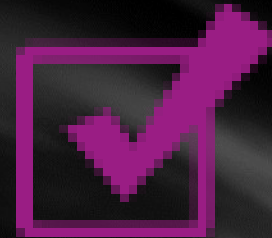
Provide options for language - icons

Visual scaffolding

Pod cast / Listening

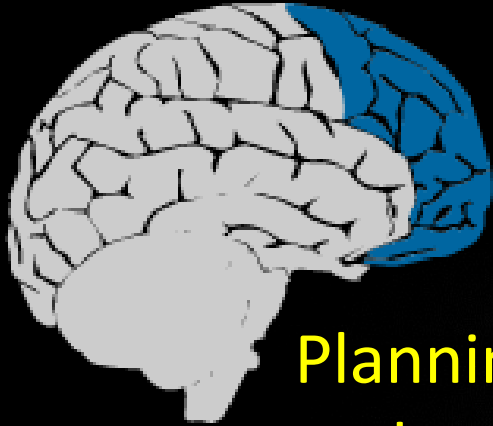


Present information and content in different ways



Universal Design in Learning

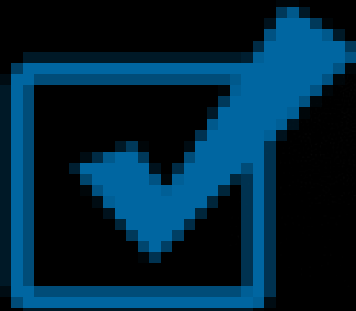
Action & Expression



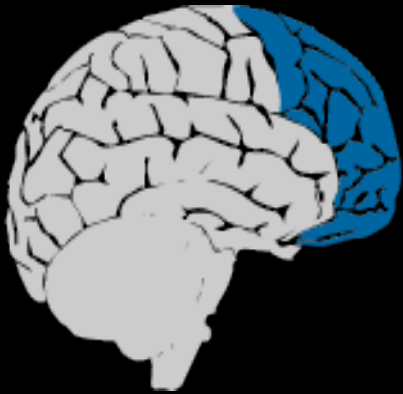
Strategic Networks

The “how” of learning

Planning and performing tasks. How we organize and express our ideas. Writing an essay or listing multiple steps are strategic tasks.

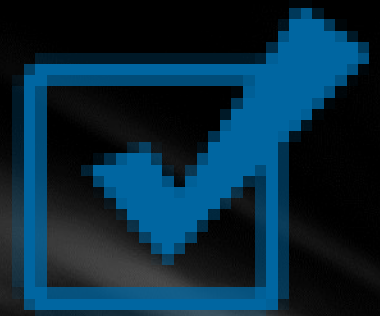


Differentiate the ways that students can express what they know



Planning and performing tasks.

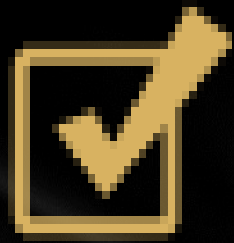
Strategic Networks



- + Build fluencies with graduated levels of support for practice and performance
- + Optimize access to tools and assistive technologies
- + Vary the methods for response and navigation



Differentiate the ways that students can express what they know.



Planning and performing tasks.

Strategic Networks

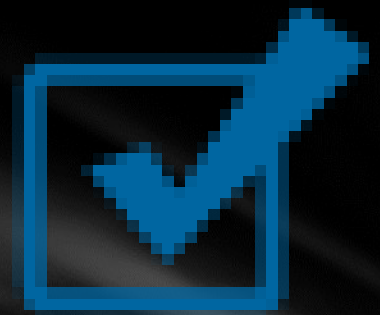
Modeling & Video Modeling (VM)



Differentiate the ways that students can express what they know.

Planning and performing tasks.

Strategic Networks



Prompting

Social Narratives (SN)*

Scripting (SC)**

Peer-Mediated Instruction

Task Analysis (TA)



Differentiate the ways that students can express what they know.

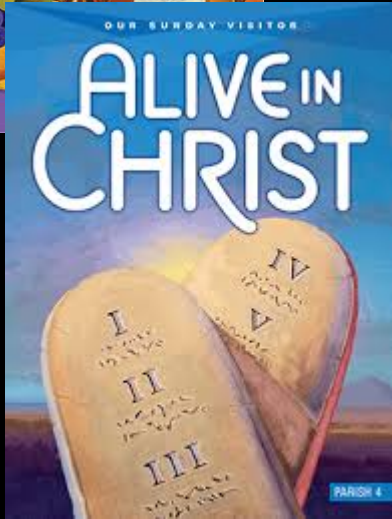
Evidence-based Practices from NPDC Review

Select the practice to access the AFIRM module and downloadable resources.

<https://autismpdc.fpg.unc.edu/evidence-based-practices>

- Antecedent-based Intervention (ABI)
- Naturalistic Interventions (NI)
- Self-management (SM)
- Cognitive Behavioral Intervention (CBI)
- Social Narratives (SN)
- **Parent-implemented Interventions (PII)**
- Differential Reinforcement (DR)
- Differential Reinforcement of Alternative, Incompatible, or Other Behavior
- **Peer-mediated Instruction and Intervention (PMII)**
- **Social Skills Training (SST)**
- Previously Social Skills Groups
- Discrete Trial Training (DTT)
- Picture Exchange Communication System (PECS)
- Structured Play Groups (SPG)
- **Exercise (ECE)**
- Pivotal Response Training (PRT)
- **Task Analysis (TA)**
- Extinction (EXT)
- **Prompting (PP)**
- Technology-aided Instruction and Intervention (TAII)
- Computer Aided Instruction and Speech Generating Devices
- Functional Behavior Assessment (FBA)
- Reinforcement (R+)
- Time Delay (TD)
- Functional Communication Training (FCT)
- Response Interruption/Redirection (RIR)
- **Video Modeling (VM)**
- **Modeling (MD)**
- **Scripting (SC)**
- Visual Supports (VS)

Another Resource for training: <https://iris.peabody.vanderbilt.edu/>



RESOURCES

*Are you using
Traditional text +/or adaptive materials?.*

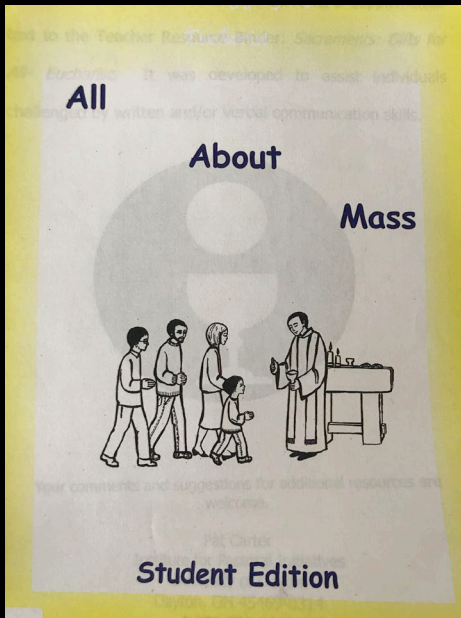
- LOYOLA ADAPTIVE FINDING GOD KIT & SACRAMENTAL BOXES.
- UNIVERSITY OF DAYTON INCLUSIVE RELIGIOUS ED MATERIALS.



Updated listing of Adaptive Materials – p. 32-36

USED AS A SUPPLEMENT AND/OR AS TEXT

https://udayton.edu/artssciences/ctr/ipi/inclusive_catechesis_resources/books.php



14 Student Text & Guides . Minimal Language / Filled with graphics

- **Sacraments: Gifts for All**
- **Eucharist Resource Binder- R/C**
- **All About Mass**
- **Who Is Jesus?**
- **The Apostles Creed**
- **Bible Stories**
- ***Blessings Signs and symbol***
- ***Mary***
- ***The Beatitudes***

USING TEXT BOOK WITH ADAPTIVE MATERIAL – OR ADAPTIVE MATERIALS ONLY

ONE-ON-ONE SETTING (Typically Hands-On Level)

“ My name is Michael. I do not read or speak, but I gather information and communicate in other ways. I focus best in softly lit rooms that do not have much noise. I need a lot of practice and repetition of ideas. I learn best in a one-on-one setting with helpers.
*I can learn; I can pray;
I can find God. ”*




ONE-ON-ONE SETTING (Typically Hands-On Level)

“ My name is Grace. It is hard for me to read, and it takes me time to share my ideas. But if you listen carefully and get to know me, you'll understand what I'm saying. I have a lot of medical needs that make it hard for me to be with my peers all the time. But I join them when I can.
*I can learn; I can pray;
I can find God. ”*



GROUP SETTING (Typically Adapted Grade Level)

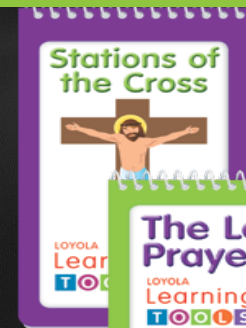
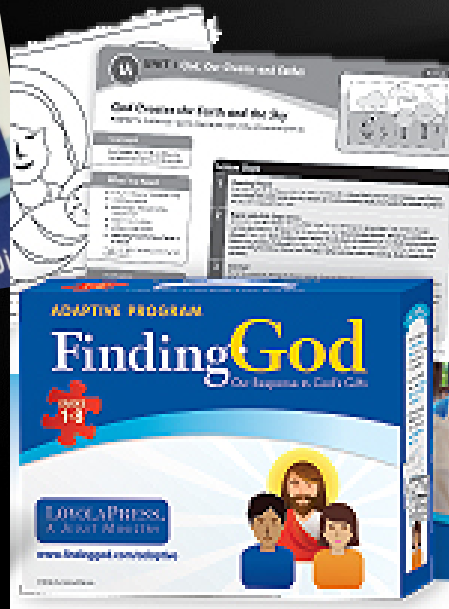
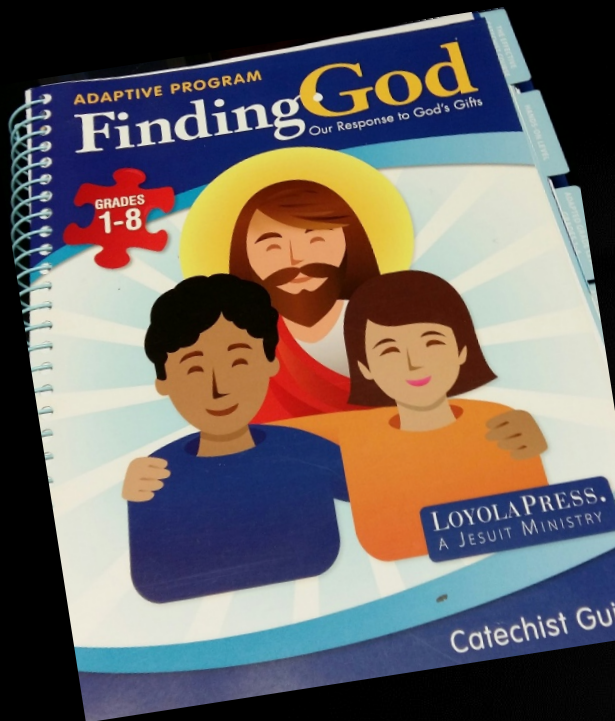
“ My name is Isabel. I read a little bit below “grade level,” but I can easily share my ideas in a group. I love to be with my classmates. I focus best when I do hands-on activities that reinforce what we learn in the book. I thrive when I'm part of adapted group catechesis.
*I can learn; I can pray;
I can find God. ”*



LARGE GROUP, SMALL GROUP OR ONE-ON-ONE SETTING

ADAPTIVE MATERIALS

LOYOLA ADAPTIVE FINDING GOD KIT & SACRAMENTAL BOXES.



Flip Books

Visual and Hands on Material



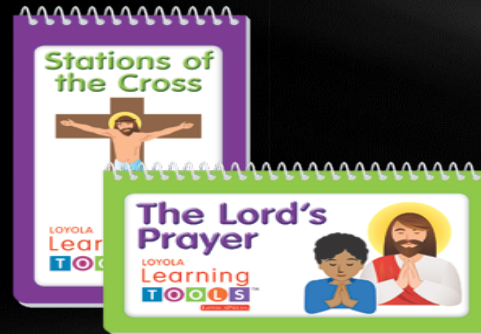
Picture Cards



Hail Mary Accordion Book



Steps to the Eucharist Movement Mats



Flip Books



Praying the Rosary Concept Kit



Foam Puzzles



Instructional Cards

AVAILABLE ON LINE

Finding God ADAPTIVE PROGRAM

1A UNIT 1 God, Our Creator and Father

God Creates the Earth and the Sky

Activity: The child makes a puzzle showing that God creates the earth and the sky.

Concept
God creates the earth and the sky.
He creates everything in the world.

What You Need

- Picture Glossary* Image for God
- window crayons
- photocopy of Side B of this Lesson Card
- crayons or markers
- access to a window
- Learning Tool: Picture Cards 3, 4, and 8

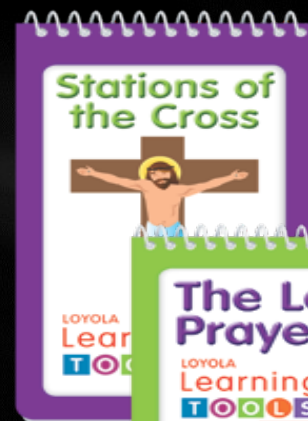
*Pages 445-451 of the Adaptive Finding God Catechist Guide

At Home
Invite the parents to look out a window at home with their child twice during the week. Encourage them to remind their child that God creates the earth and the sky.

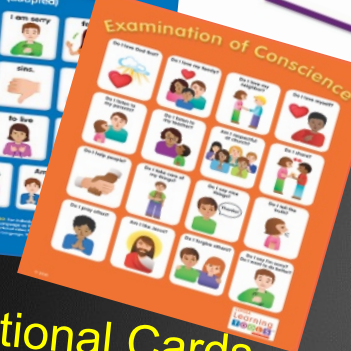
Lesson Steps

- 1 Opening Prayer**
Pray the Sign of the Cross with the child, followed by: *Dear God, you are our Creator and Father. You create the earth and the sky. Guide us in remembering that you create the whole world for us.* Pray the Sign of the Cross.
- 2 Begin with Life Experience**
Show the child the image for God from the Picture Glossary. Explain that God creates things because he loves us. Display the Picture Cards. Say: *God creates flowers. Which is a picture of a flower? Then say: God creates trees. Which is a picture of a tree? Next say: God creates clouds. Which is a picture of clouds? Tell the child that God also creates the earth and the sky. Say: The earth is the ground we stand on. The sky is what we see when we look up. God creates both of these.*
- 3 Connect**
Go to the window. Using window crayons, draw and label what you see or have the child add birds to the sky and trees to the ground. Explain that God creates all these things. Invite the child to identify the earth and sky from the photocopy of Side B of this card. Next, help the child color then cut out the puzzle pieces. Put the puzzle together. Say: *God creates everything we can see when looking out a window. He creates the earth and sky.*
- 4 Closing Prayer**
Pray the Sign of the Cross with the child, followed by: *Thank you, God, for creating the earth and the sky.* Conclude by praying the Sign of the Cross.

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Flip Books



<https://www.loyolapress.com/faith-formation/special-needs/adaptive-finding-god/catechists-and-teachers/>

Instructional Cards

Jesus Teaches Us How to Live

Activity: The child makes a movable disk showing how Jesus wants us to live.

Concept

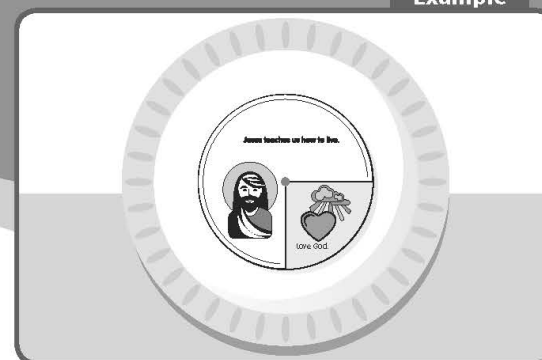
Jesus teaches us how to live.

What You Need

- ▶ children's Bible, such as *The Catholic Children's Bible* (St. Mary's Press)
- ▶ **Learning Tool: Plush Jesus**
- ▶ photocopy of Side B of this Lesson Card
- ▶ nine-inch paper plate
- ▶ art supplies
- ▶ brass fastening brad

At Home

Invite the parents to use a children's Bible to tell stories about Jesus' life and explain that Jesus teaches us how to live.



Lesson Steps

1

Opening Prayer

Pray the Sign of the Cross with the child, followed by: ***Dear Jesus, please help us follow your example of how to live. Help others follow your example too.*** Pray the Sign of the Cross.

2

Begin with Life Experience

Show the child a children's Bible. Say: ***Many stories in this book are about Jesus.*** Hold up the Plush Jesus. Say: ***Jesus teaches us how to love others. Jesus shows us how to live our life each day. We want to be like Jesus!*** Let the child hold the Plush Jesus.

3

Connect

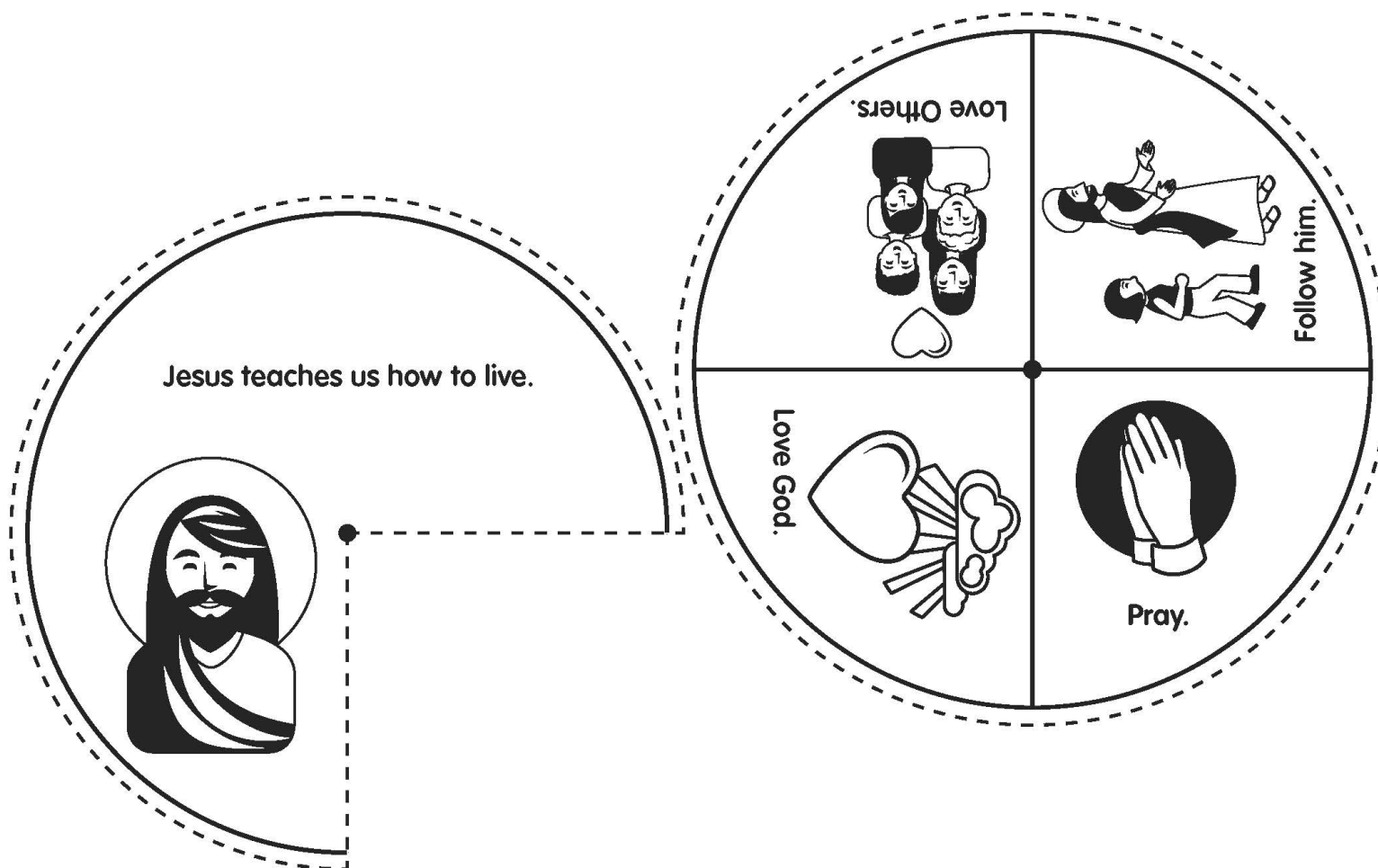
Guide the child in coloring and cutting out the circles from the photocopy of Side B of this card. Glue the circle with the four images to the inside of the paper plate. Fasten the other circle onto the paper plate using the brad. Move the top circle dial to show ways Jesus teaches us to live. Invite the child to move the dial and describe what is taking place in each scene, using words, signs, or other gestures. Ask leading questions and other supports as needed. Say: ***Jesus teaches us how to live.***

4

Closing Prayer

Pray the Sign of the Cross with the child, followed by: ***Thank you, Jesus, for teaching us how to live by your example.*** Conclude by praying the Sign of the Cross.

21A *Jesus Teaches Us How to Live*



NCOD RESOURCES

20 ASL Videos of Saint Stories

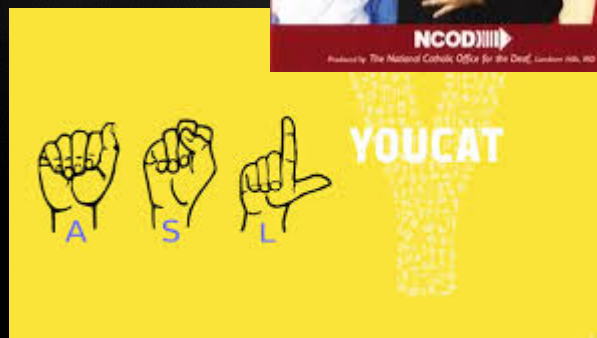
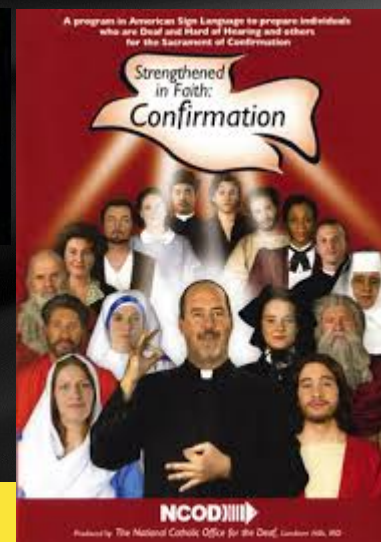
Each Video has Lesson Plan Resources.

Great to use for Children, Teens and Adults.

[CLICK HERE](https://vimeopro.com/cancanpro/saint-stories) for free access to videos & lesson plans.



<https://vimeopro.com/cancanpro/saint-stories>



Resources – Monthly Lessons

National Catholic Partnership on Disability:

www.ncpd.org

Catechesis / Adaptive Faith Formation : Monthly Lessons from the IDD Council <https://ncpd.org/adapted-faith-formation-program>

June: Holy Trinity and Fruits of the Holy Spirit

Attachment

[Holy Trinity - Adapted Faith Formation Program.pdf](#)

[Holy Trinity Activities .pdf](#)

[Fruits of the Holy Spirit Activity.pdf](#)

Every Person, however limited, is capable of growth in holiness.

NDC #49

- **Desire**
- **Capacity**
- **Lead others to prayer**



Essential Resources

National Organizations

- **NCPD** National Catholic Partnership on Disabilities – www.ncpd.org
- **NCOD** National Catholic Office for the Deaf - www.ncod.org
- **NICE** Network of Inclusive Catholic Educators – www.ipi.udayton.edu
- **Xavier Society** - <http://www.xaviersocietyfortheblind.org/>

Local Resources

- Diocesan Disabilities Resources
- Parents/Guardians
- Professionals in your parish and area



Curriculum, Books and Resources

- Loyola: Adaptive Finding God & Sacrament Kits

www.FindingGod.com/adaptive

- University of Dayton Materials: Institute for Pastoral Initiates

www.udayton.edu/artssciences/ctr/ipi/inclusive_catechesis_resources/books.php

- OSV: Sacrament Videos for Deaf /Visual Learners

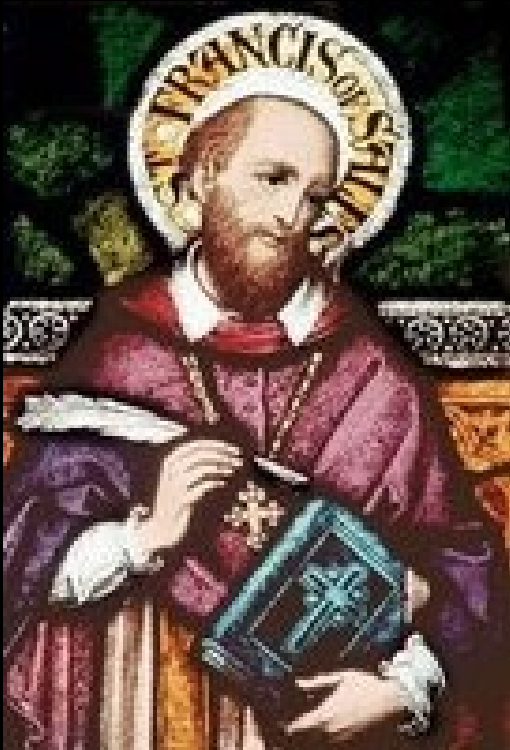
www.osvparish.com/CatechistHelp/PeoplewithSpecialNeeds.aspx

- Sadlier: Meeting the Needs of Diverse Learners & other Resources

<https://www.sadlier.com/religion/inclusion-resources>

- RCL- Bensinger: Rose Kennedy Materials & Picture Books from Pittsburgh Archdiocese www.rclbenzinger.com

Keep in mind...



**It is to those who
have the most need
of us that we ought
to show our love
more especially.**

St. Francis De Sales

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A JESUIT MINISTRY

THANK YOU