

Adapting the DL Program for Children with Special Needs

Toolbox II: Working with Students with Special Needs – Part II

Adapting the Pre-Service Review Game and Worship

1. Do you need to emphasize hand motions for worship that are bigger, simpler, or done at a slower pace for the student you are working with?
2. For those who have a hard time with loud noises, how can you adapt worship time? First, make sure the sound system is not louder than necessary. If further adaptations are needed, could the student wear noise-reducing headphones or move towards the back of the worship area?
3. If you use PowerPoint slides for lyrics, are they easy to read? Is the font large enough? Is the font color easy to read against the background (contrasting colors)?
4. If you use bright or colorful lights in your worship area, are they safe for students who have seizures? (If you're not sure, ask the parent/guardian of the child who experiences seizures.)

Adapting Discover Time

1. **Working at a high counter:**
 - a. If your student is unable to climb onto a stool, allow them to stand. Do not lift elementary- or preschool-age children who are too large to be lifted safely.
 - b. If your student can access the stool but has a difficult time keeping their balance, stand directly behind them.
 - c. If any student is unable to access stools at all, an alternate location nearby should be provided.
2. **Activities that require balance and movement:**
 - a. If your student has balance issues, hold their hand or stand directly behind them.
 - b. If your student experiences mobility challenges, they can observe the DT activity and cheer for their team instead of participating directly.
 - c. Make arrangements with the DT Leader in advance, so your student can assist with judging or handing out Tracker Tickets.
3. **Activities that require ascending and descending stairs:**
 - a. If your student has difficulty keeping their balance or other safety concerns, ALWAYS hold their hand on stairs.
 - b. Stay directly next to ALL children on stairs.
 - c. If your student is unable to safely climb up and down steps, provide an alternate location for the student to participate in an alternative DT activity.
4. **Activities that require students getting up and down from the floor/ground:**
 - a. If your student may experience loss of balance, hold their hands to help them get up and down.
 - b. Maintain close proximity if they need support.
 - c. If your student experiences mobility challenges, they can observe the DT activity and cheer for their team instead of participating directly.
 - d. Make arrangements with the DT Leader in advance, so your student can assist with judging or handing out Tracker Tickets.
 - e. If possible, provide a modified version of the DT at a tabletop level.

5. Activities involving the use of water:

- a. Always proceed with caution as floors can be wet, which is a hazard.
- b. If your student has a difficult time keeping their balance, hold their hand or stand directly behind them.
- c. If your student experiences mobility challenges, they can observe the DT activity and cheer for their team instead of participating directly.
- d. Make arrangements with the DT Leader in advance, so your student can assist with judging or handing out Tracker Tickets.

Adapting the Bible Lesson

1. If using a Buddy System with volunteers, make sure volunteers have thoroughly read the lesson, in case the student is unable to stay with the group; then the volunteer can still discuss what the rest of the group is learning in the lesson.
2. Do you need to help find the Bible passage during the lesson?
3. Does the student need encouragement to answer questions? Prep them ahead of time for the answer and prep the teacher that your student has the next answer and to call on them.
4. If attention is a problem, or if the activity is too much for them, can the student do a quiet activity alongside the class that relates to the lesson/activity?