

**“Who Can Have Compassion ... He
Himself is Compassed with
Infirmity” (Hebrews 5:2)**

Understanding Children with Disabilities

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Purpose

- Help children and youth with disabilities to come unto Christ.



1. Highlight a few principles from *The Family - A Proclamation to the World* regarding individuals with disabilities.
2. Provide examples for teaching children and youth with disabilities to come unto Christ.
3. Provide examples of resources for families and church teachers/leaders.



Principles from the Proclamation on the Family

1. **All** human beings are created in the image of God (see Moses 2:27) and have a divine nature.
2. In our premortal existence, God's children accepted His plan to obtain a physical body and gain earthly experiences
3. Parents are to take upon themselves sacred responsibilities to raise their children in righteousness.

All human beings are created in the image of God and have a divine nature.

Elder James E. Faust has said, speaking of those with disabilities, “many . . . are superior in many ways. They, too, are in a life of progression, and new things unfold for them each day as with us all. They can be extraordinary in their faith and spirit. Some are able, through their prayers, to communicate with the infinite in a most remarkable way. Many have a pure faith in others and a powerful belief in God. They can give their spiritual strength to others around them.”

James E. Faust, “The Works of God,” *Ensign*, November, 1984.

In our premortal existence, God's children accepted His plan to obtain a physical body and gain earthly experiences

President Joseph Fielding Smith, when asked whether people with some “mental or physical defect” were being punished for wickedness in the premortal world, replied emphatically, “The simple answer to this question is that it is not true and is without one iota of justification.”

(Selections from Answers to Gospel Questions, Melchizedek Priesthood Manual, 1972-73, p. 55.)

Parents are to take upon themselves
sacred responsibilities to raise their
children in righteousness.

Those with disabilities “have responsibility to work out their own salvation. The nearer the normal patterns of conduct and discipline apply to [those with disabilities], the happier they will be. Every quarter of an inch of physical and mental improvement is worth striving for.”

Boyd K. Packer (1991, May), *The Moving of the Water*, *Ensign*, 21(5).

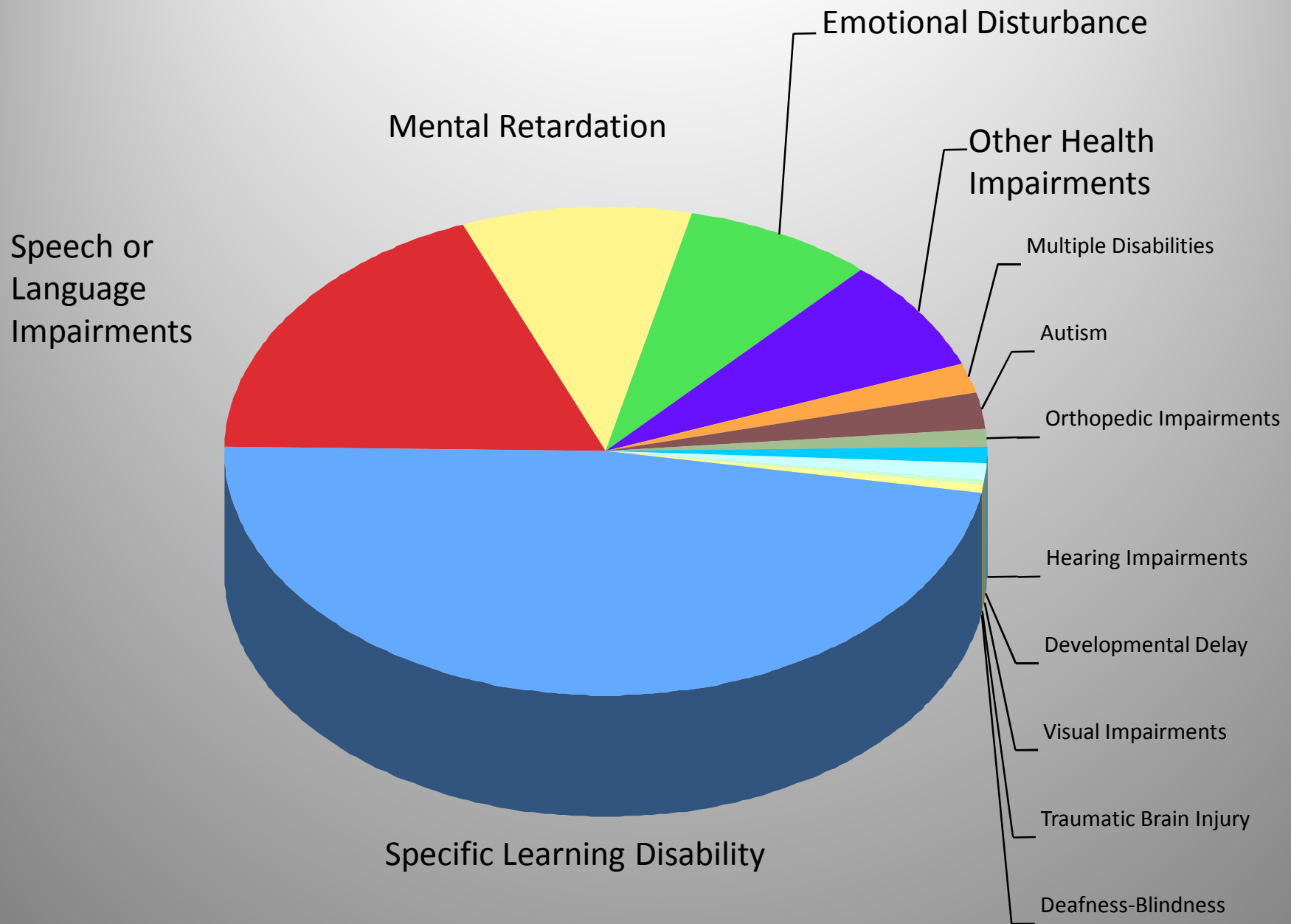
Revelation from a Latter-Day Prophet

“All the minds and spirits that God ever sent into the world are susceptible of enlargement.”

Joseph Smith

(Teachings of the Prophet Joseph Smith, sel. Joseph Fielding Smith, Salt Lake City: Deseret Book Co., 1938, p. 354.)

Students Ages 6-21 Served Under IDEA in 2003



Helping Members with Disabilities Come Unto Christ

- Enjoying the blessings of the Gospel
 - Advancement in the church
 - Ordinances
 - Temple work
 - Callings
 - Service
 - Included in the “ward family”

- Teaching the Gospel

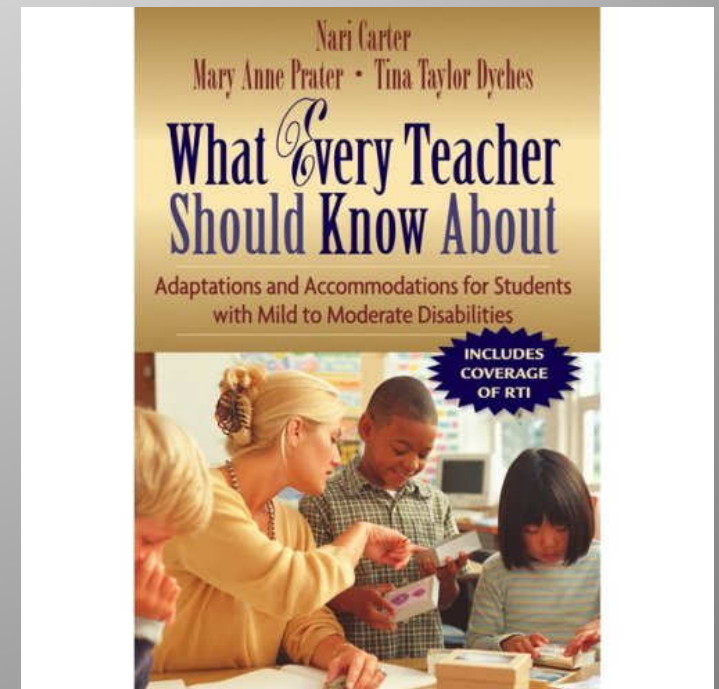
- All that we teach and do must testify of God's love for *all* of his children.
- Leaders, teachers, and parents work together.

Leaders, teachers, and parents work together

- Communicate “what works” in person and in writing to leaders and teachers.
- Communicate schedule of activities (Scouts, activity days, YW/YM activities) in writing to parents.
- Share a simple book to peers explaining the disability describing how it is similar for your child.

Teaching the Gospel to Members with Disabilities

1. Concept Formation
2. Memory
3. Attention
4. Social Competence
5. Motivation



1. Teaching Gospel Concepts

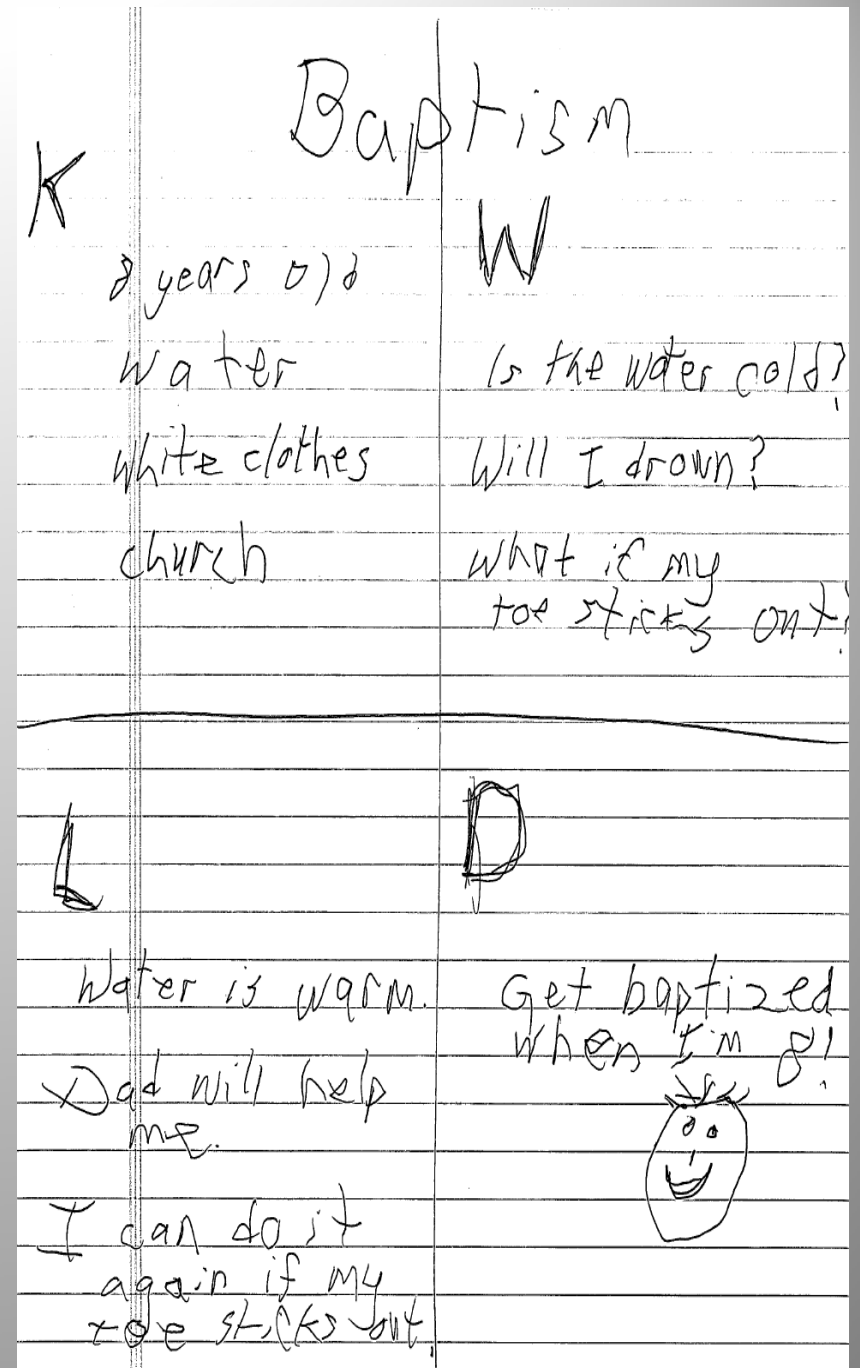
- Relate new concepts to relevant experiences.
- Use pictures to facilitate conceptual understanding.

Relevant Experiences

- “Think-pair-share”
 - Think about what you know about the Aaronic Priesthood.
 - Pair up with another class member and discuss what you know.
 - In pairs, share with the class what you know.

- **KWLD**

- Before the lesson, have students divide their papers in quadrants and write what they **Know** about Patriarchal Blessings.
- Have students write what they **Want** to know.
- After the lesson, have them write what they **Learned**, and
- What they will **Do** with this knowledge.

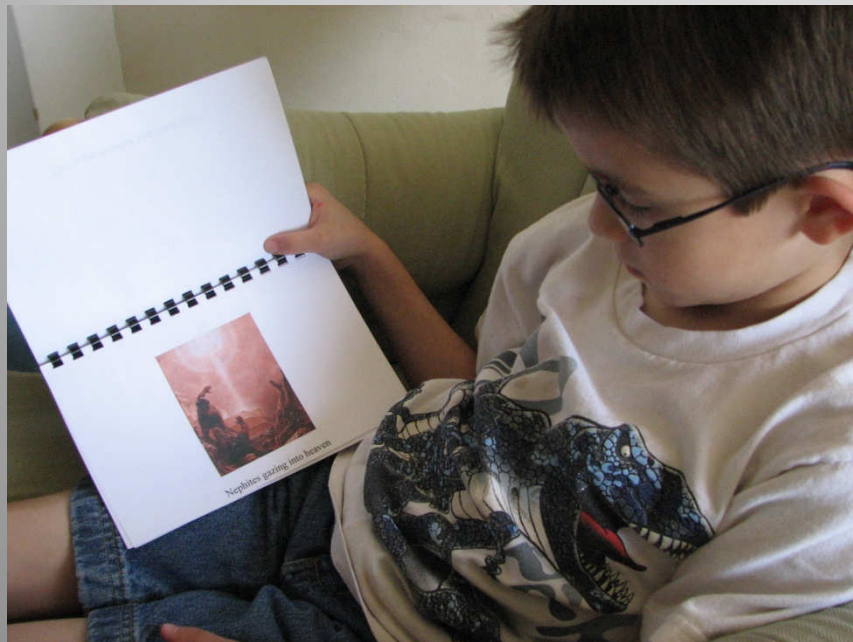


Using Pictures to Facilitate Understanding



Using Pictures

- Use flip books to learn songs and hymns



2. Helping Members Remember Concepts

- Review previously taught information.
- Teach memory devices.

Review

- Start each lesson with a review of last week's lesson.
 - “What did we learn last week? Turn to a friend and tell him or her one thing you remember.”

SPA

- **S**tory
 - **P**rinciple
 - **A**pplication (or Action)
-
- **S** – Alma Teaches About Faith
 - **P** – The word of God needs faith to become a testimony.
 - **A** – Read my scriptures and write to my missionary sister about what I learned.












Memory Devices

- **Young Women Values**
 - Faith
 - Divine Nature
 - **Individual Worth**
 - Knowledge
 - Choice & Accountability
 - Good Works
 - Integrity

13 Articles of Faith

1. **God** (1 God)
2. **Adam** (2 people – Adam and Eve)
3. **Atonement** (3 – obedience, laws, ordinances)
4. **Principles** (4 – faith, repentance, baptism, laying on of hands)
5. **Called of God** (5 – prophecy, laying on of hands, authority, preach, administer)
6. **Organization** (6 – apostles, prophets, pastors, teachers, evangelists, so forth)
7. **Gifts** (7 – tongues, prophecy, revelation, visions, healing, interpretation, so forth)

- 8. Bible** (8 – Bible (4); Book of Mormon (4))
- 9. Revelation** (9 – has been revealed (3); does now reveal (3); will yet reveal (3))
- 10. Israel** (10 Tribes of Israel)
- 11. Worship Almighty God** (11 – #1 represents God)
- 12. Subject** (12 – kings (3); presidents (3); rulers (3); magistrates (3)).
- 13. Virtues** (13 virtues)

<p>We believe in God, the Eternal Father, and in His Son, Jesus Christ, and in the Holy Ghost.</p> <p>1</p>	<p>We believe that men will be punished for their own sins, and not for Adam's transgression.</p> <p>2</p>	<p>We believe that through the Atonement of Christ, all mankind may be saved, by obedience to the laws and ordinances of the Gospel.</p> <p>3</p>	<p>We believe that the first principles and ordinances of the Gospel are: first, Faith in the Lord Jesus Christ; second, Repentance; third, Baptism by immersion for the remission of sins; fourth, Laying on of hands for the gift of the Holy Ghost.</p> <p>4</p>	<p>We believe that a man must be called of God, by prophecy, and by the laying on of hands by those who are in authority, to preach the Gospel and administer in the ordinances thereof.</p> <p>5</p>	<p>We believe in the same organization that existed in the Primitive Church, namely, apostles, prophets, pastors, teachers, evangelists, and so forth.</p> <p>6</p>	<p>We believe in the gift of tongues, prophecy, revelation, visions, healing, interpretation of tongues, and so forth.</p> <p>7</p>
<p>We believe the Bible to be the word of God as far as it is translated correctly; we also believe the Book of Mormon to be the word of God.</p> <p>8</p>	<p>We believe all that God has revealed, all that He does now reveal, and we believe that He will yet reveal many great and important things pertaining to the Kingdom of God.</p> <p>9</p>	<p>We believe in the literal gathering of Israel and in the restoration of the Ten Tribes; that Zion (the New Jerusalem) will be built upon the American continent; that Christ will reign personally upon the earth; and, that the earth will be renewed and receive its paradisiacal glory.</p> <p>10</p>	<p>We claim the privilege of worshipping Almighty God according to the dictates of our own conscience, and allow all men the same privilege, let them worship how, where, or what they may.</p> <p>11</p>	<p>We believe in being subject to kings, presidents, rulers, and magistrates, in obeying, honoring, and sustaining the law.</p> <p>12</p>	<p>We believe in being honest, true, chaste, benevolent, virtuous, and in doing good to all men; indeed, we may say that we follow the admonition of Paul—We believe all things, we hope all things, we have endured many things, and hope to be able to endure all things. If there is anything virtuous, lovely, or of good report or praiseworthy, we seek after these things.</p> <p>13</p>	
						
						

3. Helping Members Pay Attention

- Frequently check for understanding.**
- Teach students to self-monitor their on-task behavior.**
- Provide positive reinforcement for staying on task.**

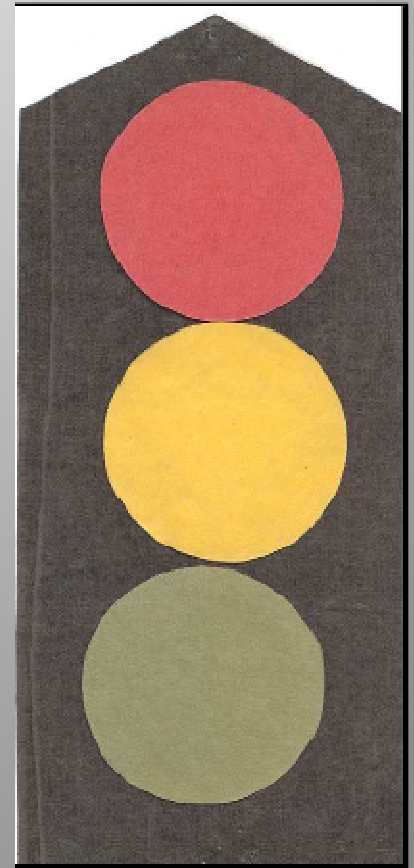
Check for Understanding

- Pre-teach specific questions.
- Give cue to when you will ask the child with a disability a question (tell her you will always state her name before asking her a question; stand in front of the child)
- Thumbs up/thumbs down
- Look up/look down
- Check with classmate



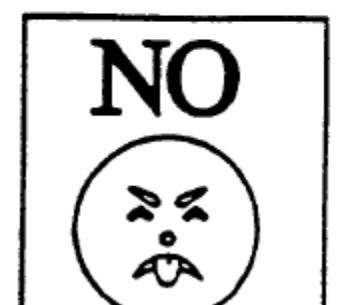
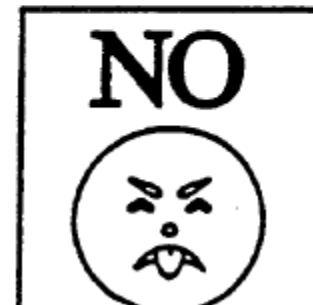
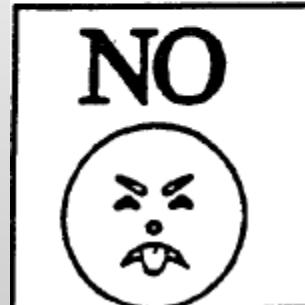
Self-Monitor

- Use stoplights to indicate when the kids:
 - **Green** – are good to go!
 - **Yellow** – need be cautious.
 - **Red** – stop and be redirected.



Put a “yes” paper in the container every time the students are on task; a “no” paper when they are not on task.

At the end of class, have a student draw one paper from the container.



If he draws a “yes,” then the class earns something (points towards a class party; early out so they can walk around the church).

Positive Reinforcement

- Catch them being good.
 - Instead of saying, “Shh!” say, “I like how the Sunbeams are being quiet!”
 - Find opportunities to praise and connect with the students with disabilities outside of class.

4. Encouraging Appropriate Social Skills

- Establish, review, and post expectations.
- Establish predictable routines.

Expectations

Quiet mouth



Hands to self



Feet to self








Stay with the group



Predictable Routines

- Visual schedules
 - Written
 - Pictures (drawings, photographs)
 - Written with pictures
 - Objects
- Schedules can be for individuals or for the whole class.

Primary Schedule

Prayer		
Talks		
Sharing Time		
Singing Time		
Go to Class		

Primary Class Schedule

Prayer



Roll



Lesson



Prayer

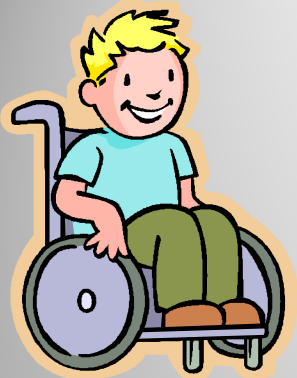


Find my sister



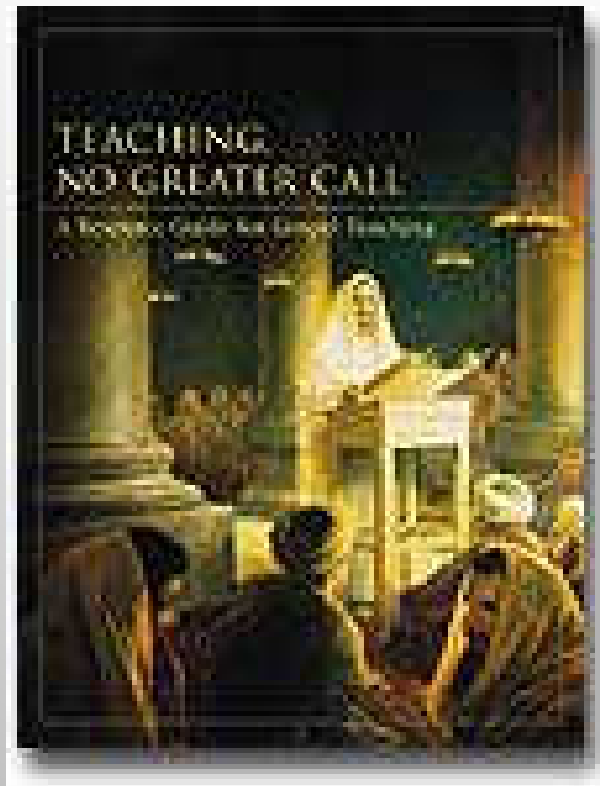
5. Motivating Members

- **Incorporate cooperative learning activities in classroom instruction.**
 - Divide into groups of 3-4 students
 - One student finds the scripture.
 - One student reads the scripture.
 - All group members discuss what the scripture means.
 - One student takes notes.
 - One student reports to the teacher what their group thought about the scripture.



Resources

- www.disability.lds.org
 - This Web section on disabilities has been created to offer support, comfort, and an increased level of acceptance toward those with disabilities.
- www.ldsability.org
 - Includes LDS-disability related news, updates, articles, resources, and stories.
- www.do2learn.com
 - Has free clip-art that can be used for visual schedules or communication boards.



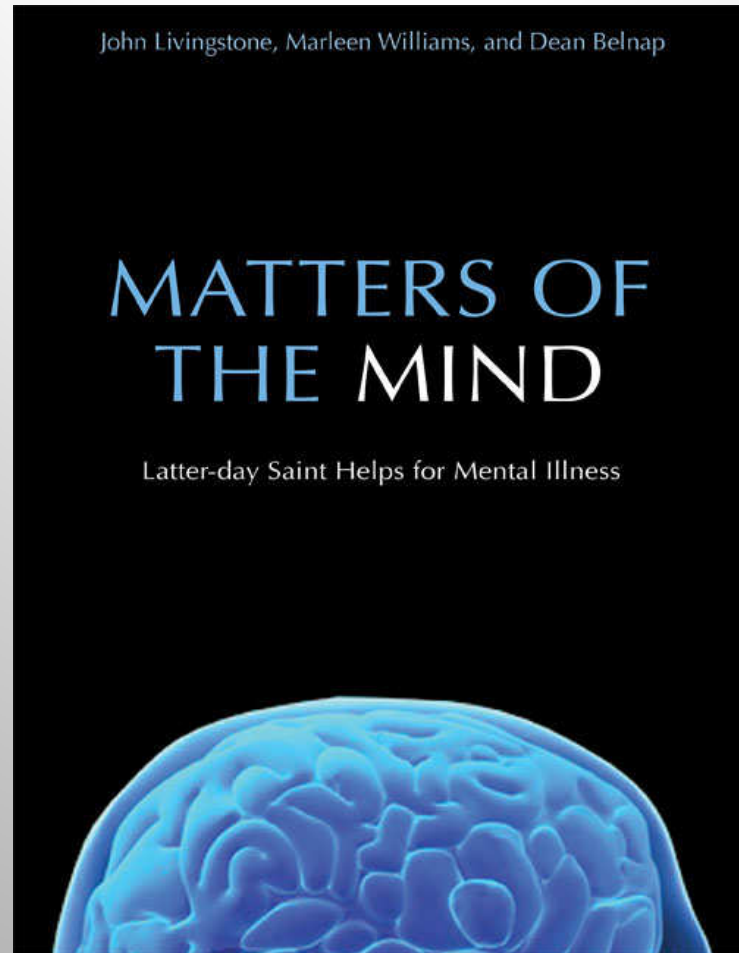
- Use ideas from *Teaching – No Greater Call*
- *Materials for Those with Disabilities* at LDS distribution centers or www.ldscatalog.com.

- *Beginning Course Kit (CD)*

- Introduces the scriptures to beginning learners. It may be useful for teachers of children, youth, and those who have learning disabilities.

- *Teaching the Scripture Readers*
 - *Teaching the Topics and Themes*
 - *Visual Aids Kit*
 - *Songs and Hymns for Latter-day Saints*

- Learn new teaching and management skills (see www.lds.org Primary home page, click on “Teaching All Children”)
<http://www.lds.org/pa/display/0,17884,5727-1,00.html>
- Click on “Teaching and Expecting Appropriate Behavior” for interactive lessons.



Matters of the Mind:

A Latter-day Guide to Mental Health

M. S. Williams, W. D. Belnap, and J. P. Livingstone (Eds.).