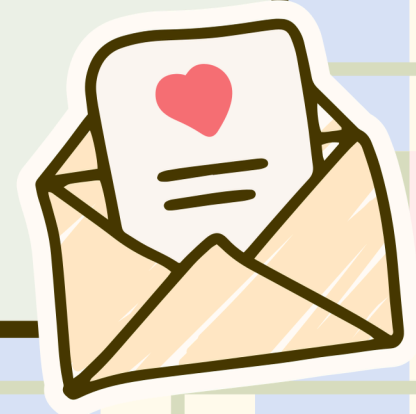
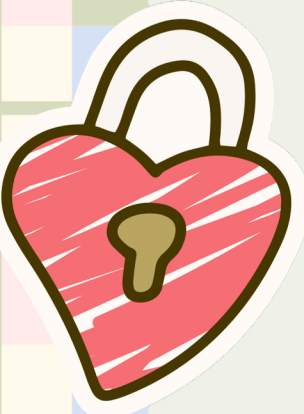
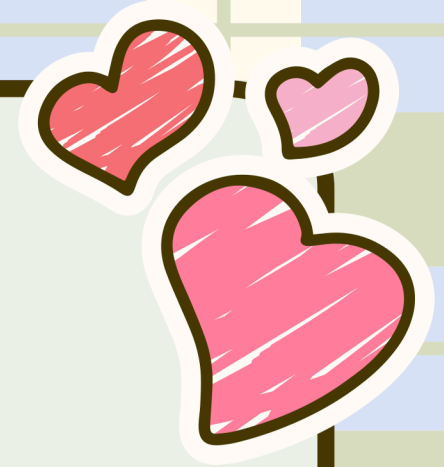
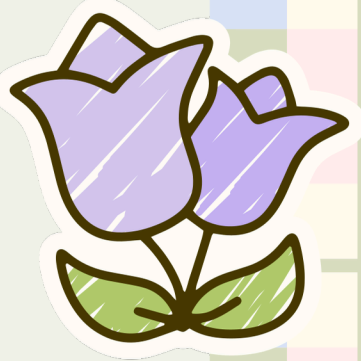
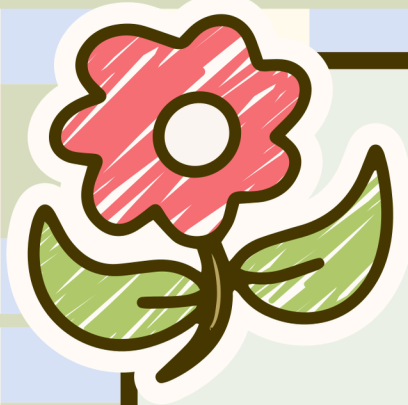


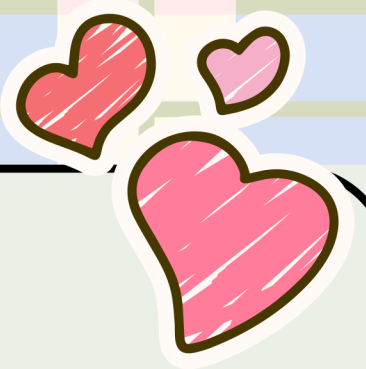
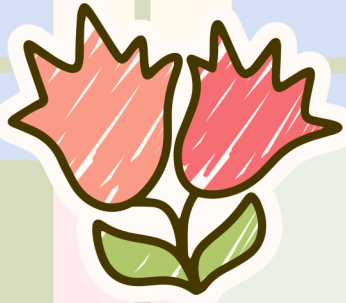


Creating Space for Kids with Special Needs

Presented by Jenny Pandolfo and Katherine Chepel

Video



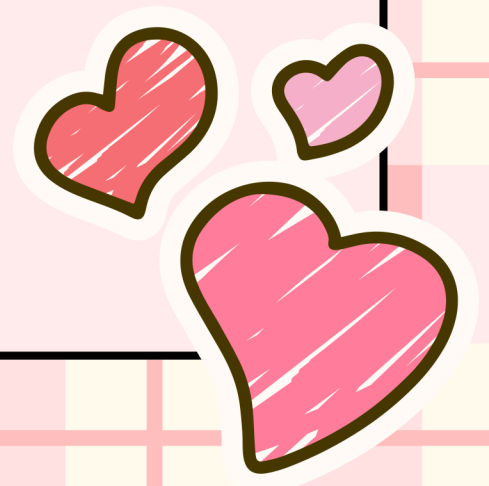
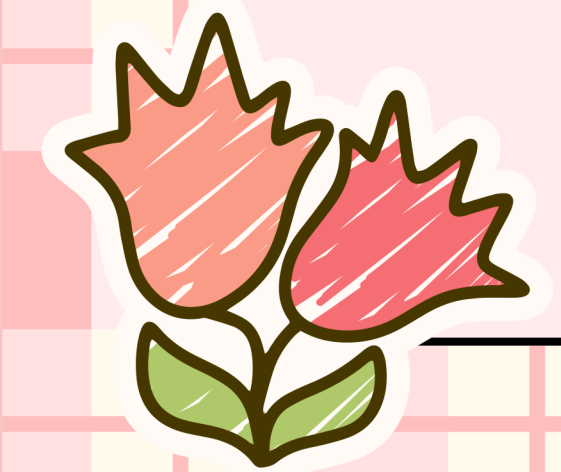
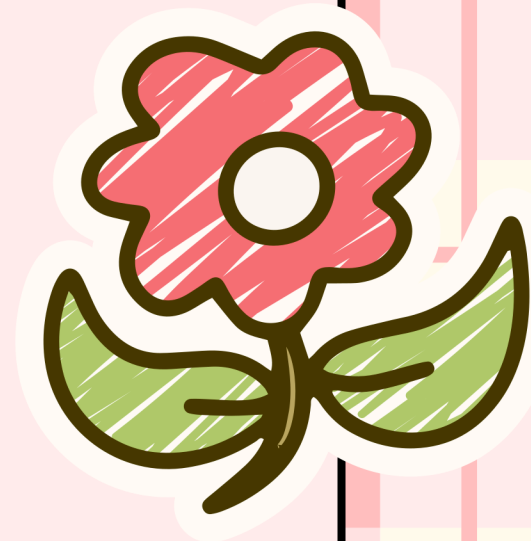
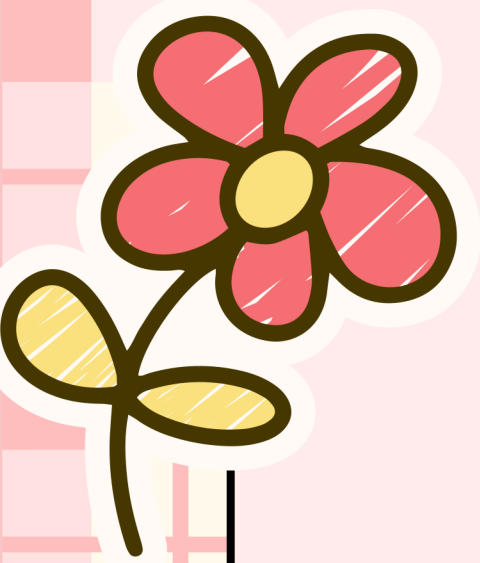


WHY?

When children with disabilities are expected to sit still without an outlet for their energy, constant scolding often fails because it targets a physical inability rather than a behavioral choice.

DISCLAIMER

I am NOT a medical professional. If you have any questions or concerns, please let me know. I will provide references as to where the information was acquired from.



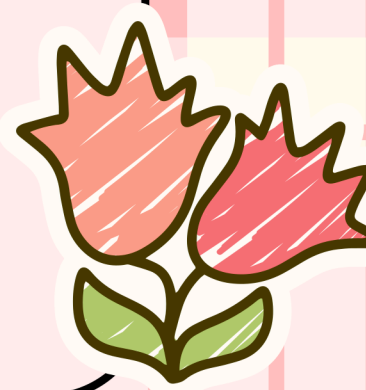


EACH CHILD IS CREATED WITH A PURPOSE

And each purpose weaved
together builds God's
kingdom.

CHILD FIRST

See the child before
you see the disability.
The child is not a
“dyslexic kid”. They
are a “child with
dyslexia.”





COMMON LEARNING DISABILITIES

01

ADHD/ADD

02

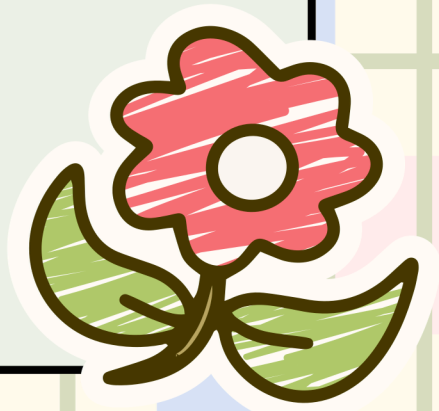
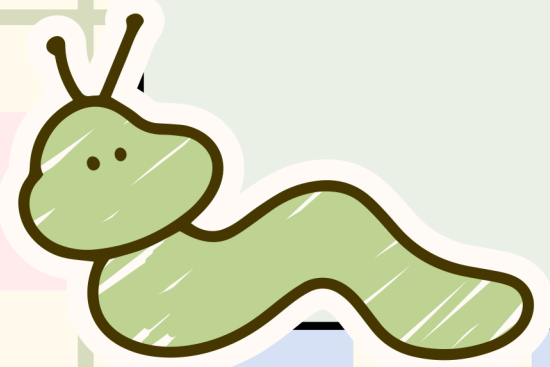
Dyslexia

03

Auditory Processing
Disorder

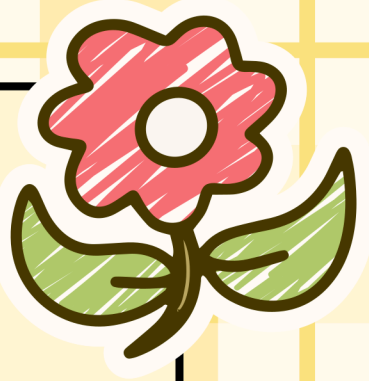
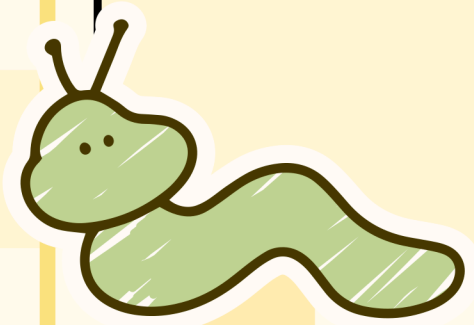
04

Non-verbal learning
disabilities (NLD)

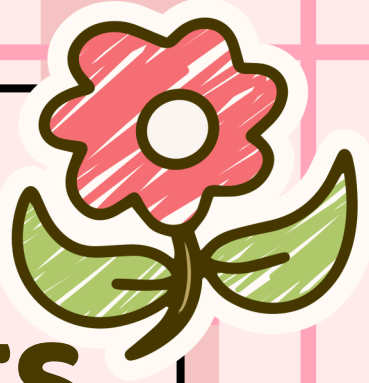


DISABILITIES AND BEHAVIOR

Learning disabilities often manifest as behavioral challenges.



- Refusal to attend class
- Emotional outbursts
- Internalized distress, such as anxiety, depression, or feelings of worthlessness
- Trouble interpreting social clues
- Inattention/inability to focus



SETTING THE STAGE

Often times, adjusting the environment can be a major help for children with learning disabilities.



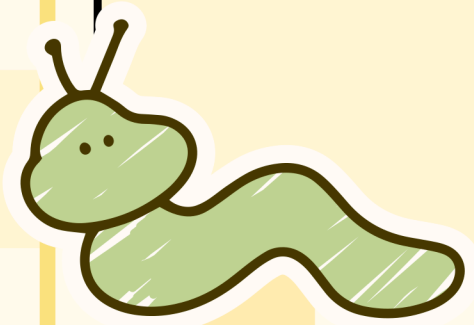
ENVIRONMENTAL SHIFTS

- 1.Sensory awareness
- 2.Visual support
- 3.Safe zones

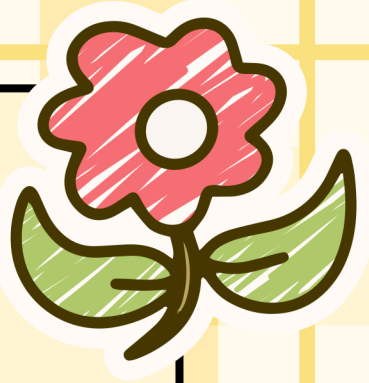
SENSORY TRIGGERS

Can include...

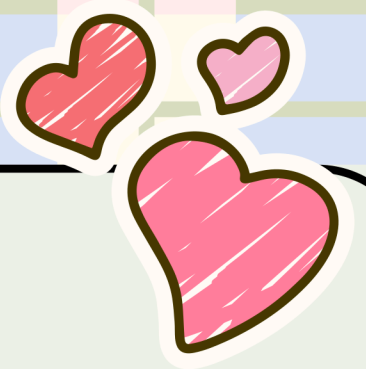
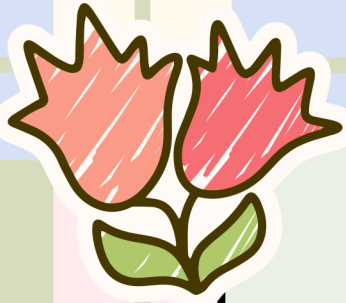
- Loud music
- Crowded hallways
- Flickering lights
- Unexpected hugs
- Scratchy clothes
- Messy crafts
- Sitting still for too long



MEDIATIONS



- Noise-dampening headphones
- Bring the child to the back of the room, a lower volume area
- 5-minute warning
- Cover flickering lights
- Create a rug space for the child
- Fidget kits
- Stretch breaks



TRIGGER CHART

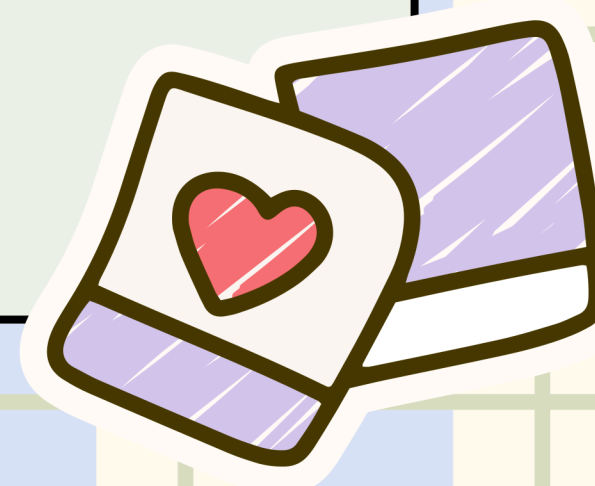
| Trigger Type | Example | Mediation |
|--------------|--------------------|--|
| Auditory | Loud worship music | Provide noise-cancelling headphones |
| Visual | Busy classroom | Clear a visual rest space on the wall |
| Tactile | Messy glue craft | Offer wipes for instant cleaning |
| Movement | Long lesson | Provide a weighted lap pad or a "heavy work task." |

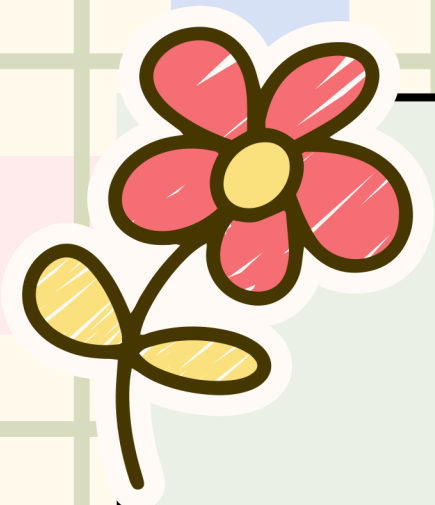


SOMETIMES...

Simple mediations aren't enough, and children can get overwhelmed.

What do we do then?

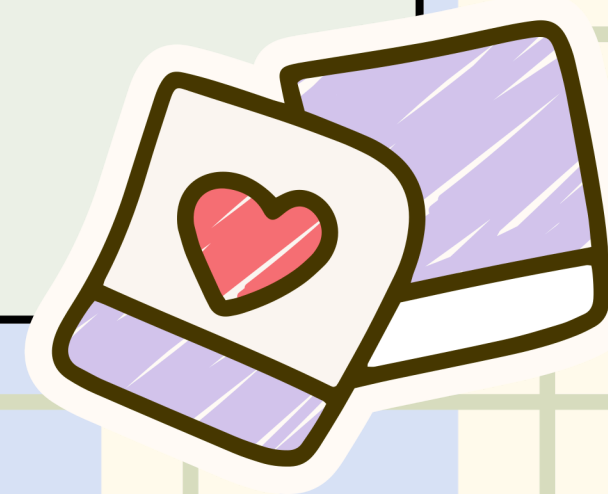




Transition to a safe space.

Use a “calm down kit”, containing a timer, a weighted blanket or a comforting toy, and a visual breathing guide.

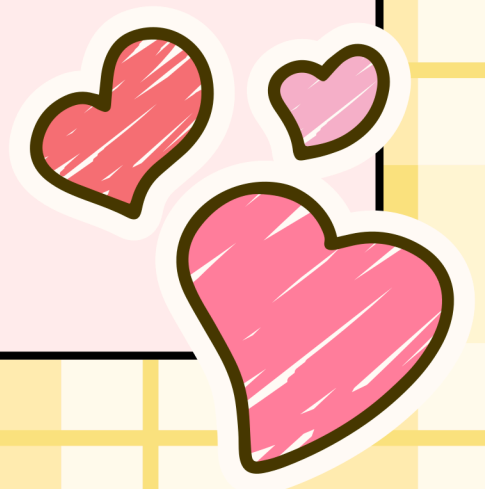
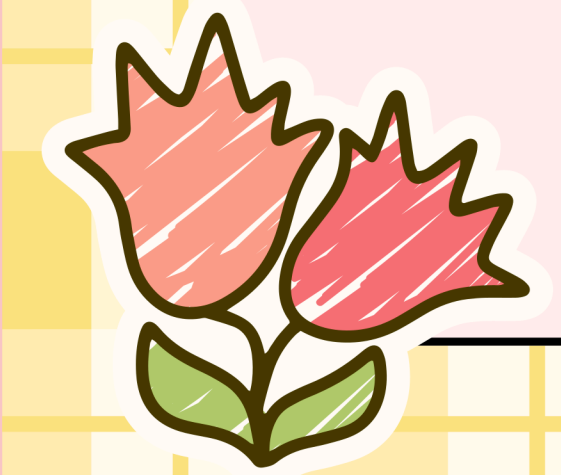
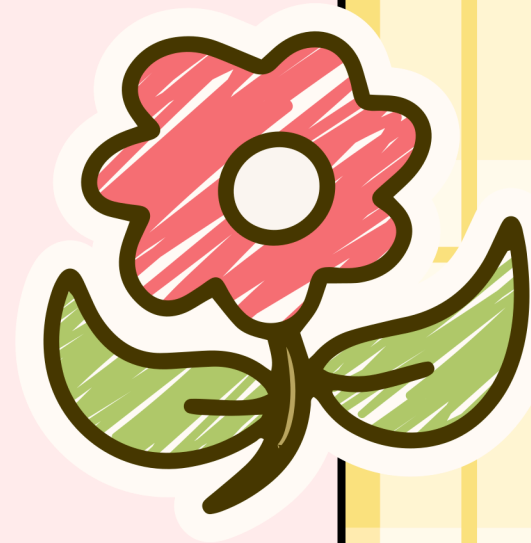
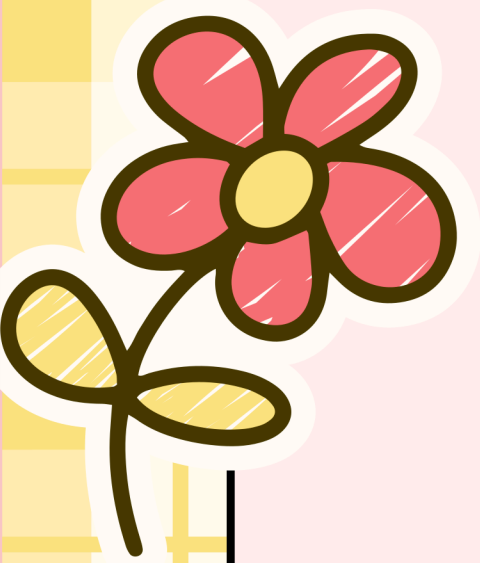
Do not ask the child “Why are you doing this?” They cannot process language in that moment.



TEACHING STRATEGIES

Multisensory storytelling

Positive reinforcement

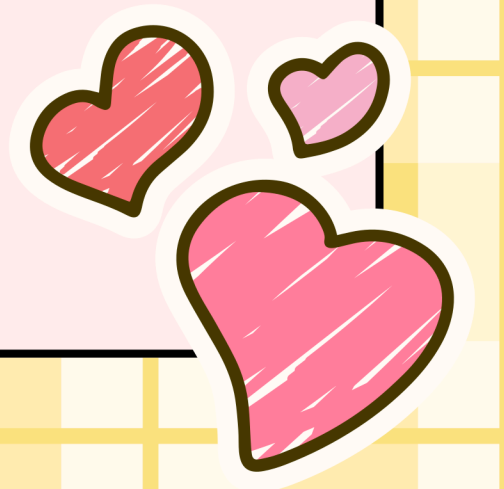
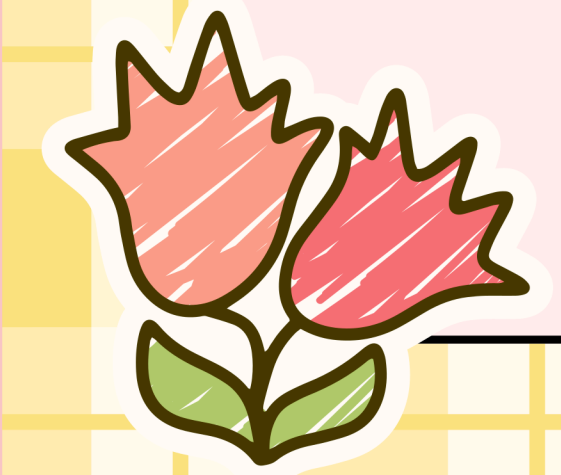
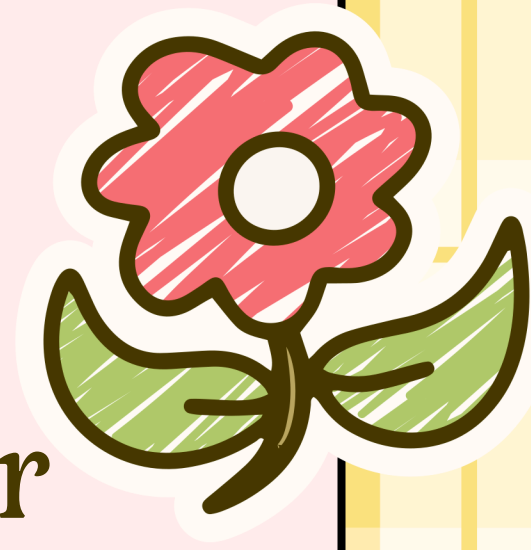
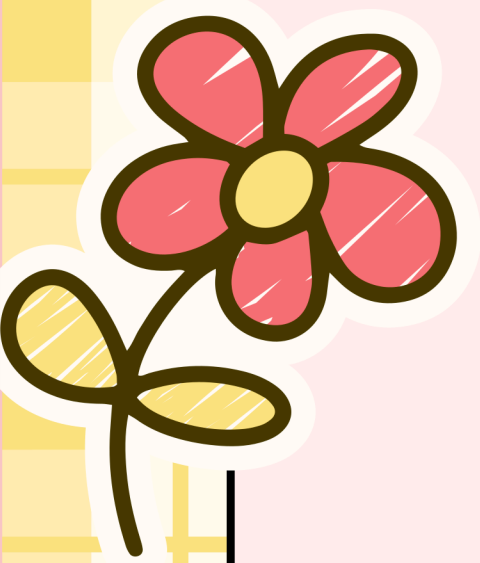


MULTISENSORY STORYTELLING

Visual: Continue using props and videos

Auditory: Keep instructions short and clear

Kinesthetic: Incorporate movement that they can interact with

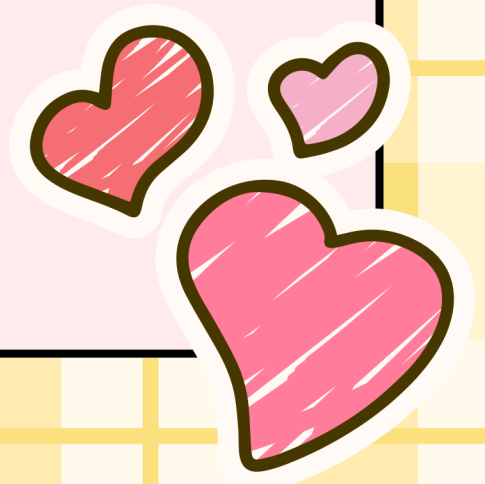
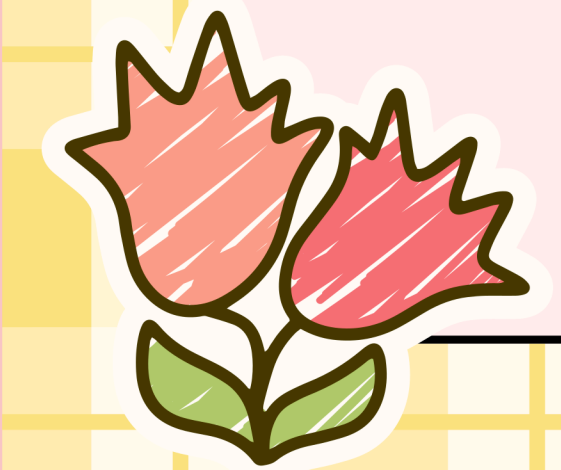
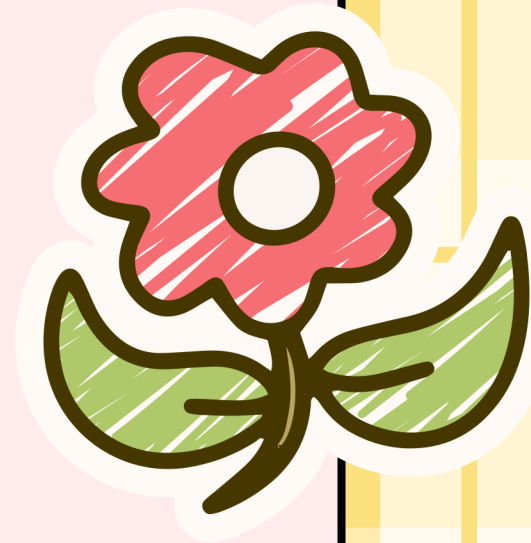
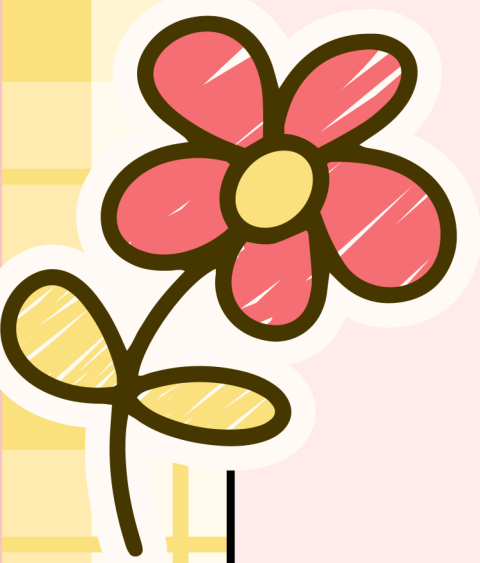


POSITIVE REINFORCEMENT

Catch them doing good and use specific praise rather than general “good job” comments.

Ex.) I really like how you helped out Timmy with the monkeys, you ended up catching them all together!”

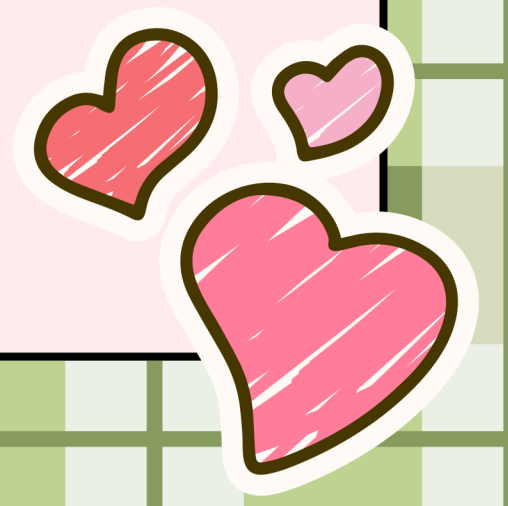
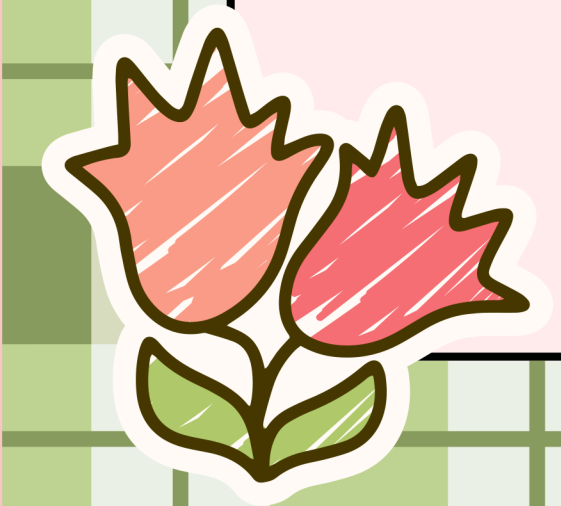
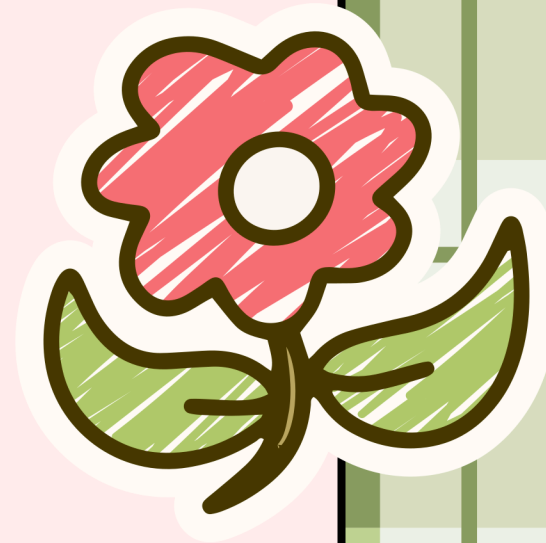
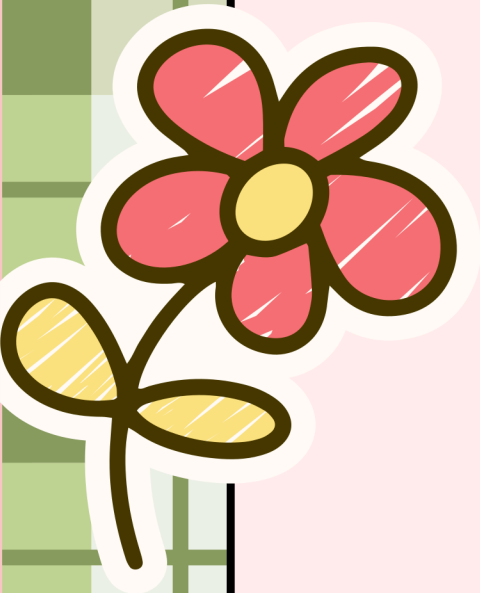
Make a compliment sandwich!



PARTNERING WITH PARENTS

Handle difficult moments with grace.

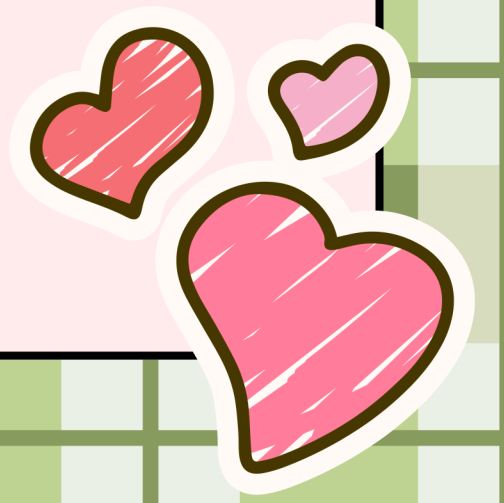
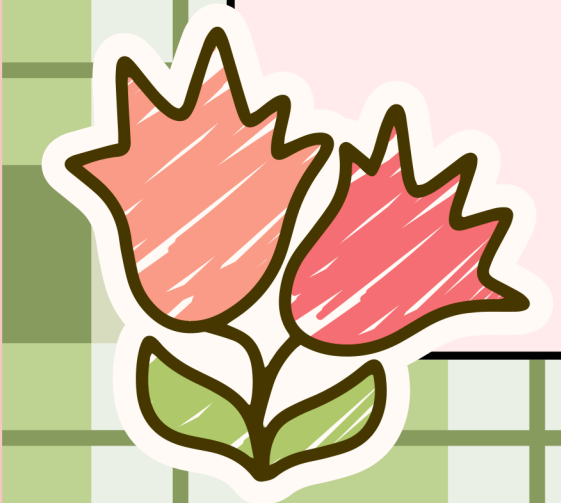
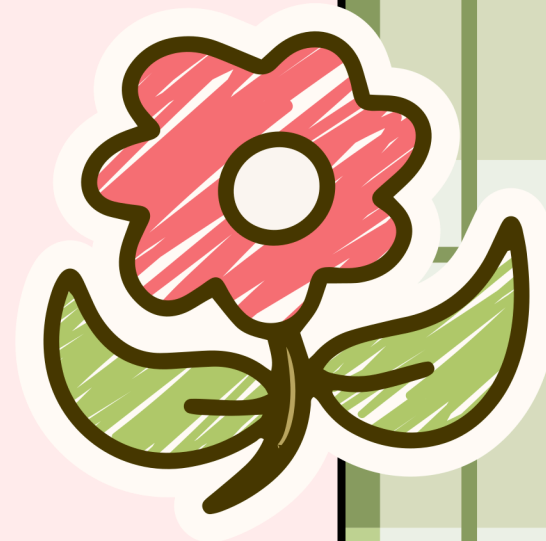
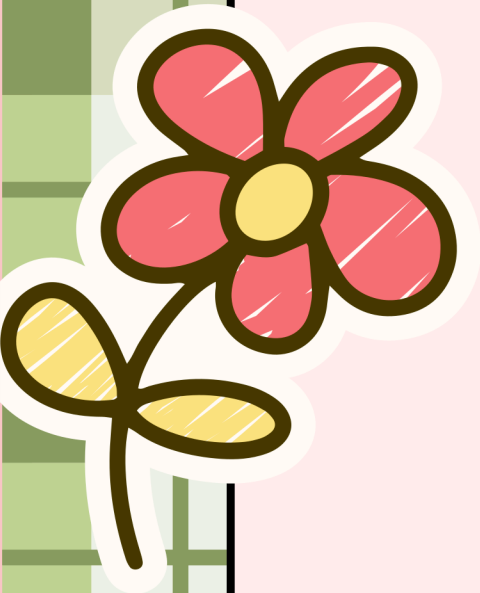
Seek to build trust with their families!

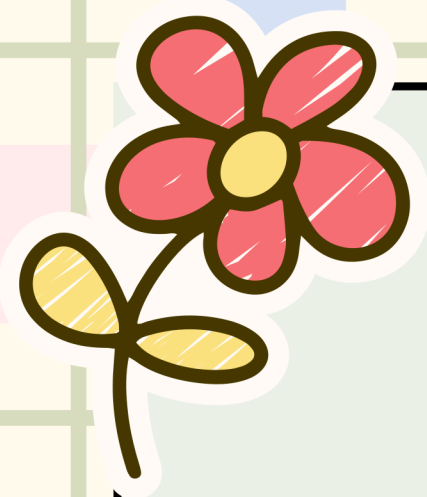


PARTNERING WITH PARENTS

Confidentiality is key.

A child's diagnosis is private and should only be discussed with necessary leadership.

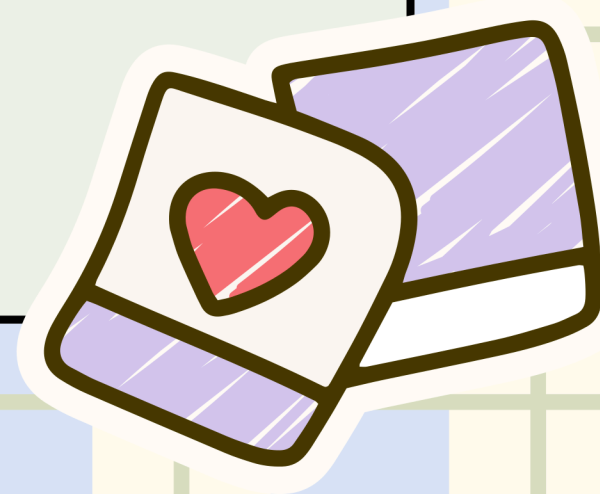


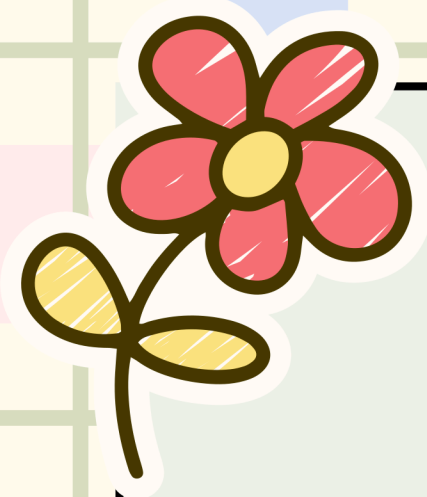


REMEMBER YOUR ROLE

You are not there to diagnose,

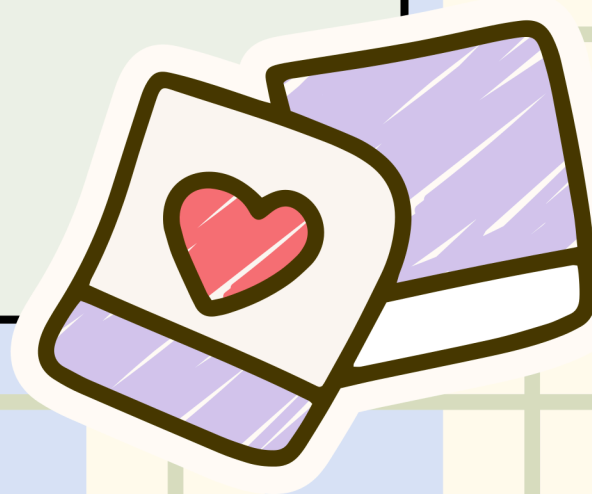
You are there to serve!

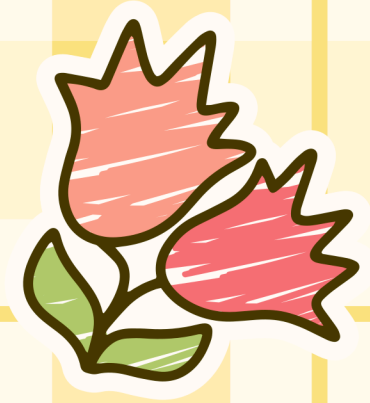




Q&A

Do you have any questions,
inquiries, or concerns?





THANK YOU!

