



Sacramental Preparation for Students with Special Needs

A Guide for Catholic Educators
2006

Forward

Appreciation and thanks is expressed to Christine Castaldo, Religious Education Consultant and her writing team members from the Durham Catholic District School Board for their commitment to sacramental preparation for students with special needs.

The Catholic Faith in Education standing committee and our Board of Representatives expressed the need to compile and develop resources for students with special needs. Christine Castaldo offered her expertise and her Board's resources to coordinate this project.

I am confident that this material will assist our member boards with sacramental preparation for students with special needs in our inclusive Catholic faith communities.

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What We Believe

We believe that every child is made in the image and likeness of God and that his/her dignity and worth must be respected and valued.

We believe that every child can learn and that, as Catholic educators, we are called to a vocation which values each child's successes, based on his/her level of understanding.

We believe that every child is a unique gift from God and has his/her own way of learning. As Catholic educators, we must plan for this diversity and give students tasks that respect their abilities.

We believe that our Catholic learning communities are places of conversation and support, where educators can reach out to others in the community for ideas and assistance in order to create a learning environment that best supports all students, including students with special education needs.

We believe that all our students have a right to be educated in the manner that best suits them. We therefore understand the importance of universal design and differentiated instruction in order to ensure that our classrooms and other learning environments are as usable as possible to students, regardless of their age, ability, or situation.

We believe that we are all life-long learners and that, as Catholic educators, we are called to continue to develop our pedagogy so that our instruction and professional judgment are supported by good research.

We believe that as educators, we have the advantage of knowing the child and the ability to provide valuable feedback in order to support his/her programming and assessment.

Adapted from *Education for All*, 2005, p 4



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Introduction

*In a society marked by personality cults,
we are called to bear witness
to Jesus Christ, our Saviour and Lord,
and to reverence Him in the poor, the lowly,
and the marginalized.*

This Moment of Promise, 2002, p.9

Sacramental Preparation for Students with Special Needs – A Guide for Catholic Educators will provide teachers responsible for sacramental preparation of students with special education needs, with guidance and support in order to ensure that each child receives the necessary preparation for the sacrament.

Resources from across the province of Ontario and one from the United States as well as Australia have been gathered and reviewed. Each one of these resources is listed in the bibliography. Each has received a one-page synopsis of the whole document, a list of learners' needs and where in the document these needs are met. Also included are some extra notes with specific comments about the document.

Our teaching should be simple, truthful and concrete; never patronizing, but always believing in the goodness of the student. It is up to the teacher to always build success in a lesson, so that the student, who at times may feel a lack of success in other areas will always feel success in his or her pursuit of knowing and loving God.

The Rose Fitzgerald Kennedy Program to Improve Catholic
Religious Education
for Children and Adults with Intellectual
Disabilities, p. 8



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Rationale

So God created humankind in his image, in the image of God he created them; male and female he created them.

Genesis 1:27

Rationale for this Document:

- to assist educators in providing appropriate preparation for the sacraments to students with special needs
- to foster an attitude of inclusion
- to raise the awareness of educators in regards to available resources
- to provide support to educators and parish priests for sacramental preparation at the school level for students with special needs

The Rights of Persons with Special Needs to Grow in Faith

When considering the rights of persons with special needs to grow in faith, we turn to the teachings and writings of the Church.

The Catholic Church welcomes all persons into their community. The Church recognizes the faith of the baptized and offers itself to all baptized persons as children of God.

“Baptism is birth into the new life in Christ. In accordance with the Lord’s will, it is necessary for salvation, as is the Church herself, which we enter by baptism.”

(CCC 1277)

“To begin with, it is clear that the Church has always looked upon catechesis as a sacred duty and an inalienable right...from the theological point of view every baptized person, precisely by reason of being baptized, has the right to receive from the Church instruction and education enabling him or her to enter into a truly Christian life. Some categories of young people to whom catechesis is directed call for special attention because of their particular situation. Children and young people who are physically or mentally handicapped come first to mind. They have a right, like others of their age, to know the ‘mystery of faith’. The greater difficulties that they encounter give greater merit to their efforts and to those of their teachers.”

Pope John Paul II, *Catechesi Tradendae*, 14, 40, 41



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According to the “Norms for Sacramental Preparation” revised in 2002 by the Archdiocese of Toronto:

16. Special needs children have a right to the sacraments. They are to be catechised according to their capacity, utilizing the expertise of catechists (canon 777). Special needs children will receive catechesis suitable to their abilities. What is expected of the child is adapted individually to suit his or her development.
17. Liturgical actions are primarily actions of Christ and celebrations of his church, not private devotions. Since sacraments are liturgical celebrations, their very nature calls for a communal celebration. The source and place for their celebration is the local worshipping community, i.e. the parish (canon 837).

Role of the Special Education Teacher:

The Special Education Teacher is a resource person in the school, who is familiar with the needs of students with various exceptionalities. This person should be consulted when planning and facilitating sacramental preparation to ensure inclusion within the community. This document should be shared with the Special Education Teacher in the school.



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Categories and Definitions of Exceptionalities

Communication Exceptionalities

Autism Spectrum Disorder:

A severe learning disorder that is characterized by:

- 1) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language;

- 2) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Learning Disability:

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- 1) is not primarily the result of:
 - impairment of vision;
 - impairment of hearing;
 - physical disability;
 - developmental disability;
 - primary emotional disturbance;
 - cultural difference;

- 2) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading);
 - language processing (thinking, conceptualizing, integrating);
 - expressive language (talking, spelling, writing);
 - mathematical computations;

- 3) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap;
 - a brain injury;
 - minimal brain dysfunction;
 - learning disability;
 - developmental aphasia.



Physical Exceptionalities

Blind and Low Vision:

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Intellectual Exceptionalities

Mild Intellectual Disability:

A learning disorder characterized by:

- 1) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- 2) an inability to profit educationally with a regular classroom because of slow intellectual development;
- 3) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability:

A severe learning disorder characterized by:

- 1) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- 2) an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- 3) a limited potential for academic learning, independent social adjustment, and economic self-support.

Source: *Special Education A Guide for Educators*, Ministry of Education, 2001



Common Language

The following is a list, with explanation, of the terms used in this document.

- 1) **Modified Curriculum:** the activity may or may not be the same but the expectations are different
- 2) **Tactile/Concrete Materials:** objects that can be felt, touched or manipulated
- 3) **Visual Learning Cues/Activities:** activities supplied in the form of pictures, diagrams, graphs, etc.
- 4) **Auditory Learning Cues/Activities:** activities presented in the form of conversations, presentations, stories, etc.
- 5) **Kinesthetic Learning Cues/Activities:** activities whereby students make something, move objects around, or move themselves around to explain abstract concepts
- 6) **Repetitive Curriculum:** parts of lessons, units or stories repeated throughout the document
- 7) **Computer Access/Assistance:** assistive technology to help students access the curriculum, i.e. text-to-speech software
- 8) **Alternative Format (digital, Braille, books-on-tape):** lesson format designed to a child's disability or difficulty, i.e. a child who is blind will require Braille, a child developing fluency will require books-on-tape
- 9) **PIC Symbols:** Picture Communication Symbols (Boardmaker pictures)
- 10) **PECS:** Picture Exchange Communication System (system whereby student uses PIC(s) to request or initiate; provides student with a voice)
- 11) **Accommodations:** refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.
- 12) **Modifications:** are changes made in the age-appropriate grade-level expectations for a subject in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.
- 13) **Instructional Accommodations:** adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- 14) **Environmental Accommodations:** changes or supports in the physical environment of the classroom and/or school.
- 15) **Assessment Accommodations:** adjustments in assessment activities and methods required to enable the student to demonstrate learning



Types of Accommodations

Instructional	Environmental	Assessment
Buddy/peer tutoring	Alternative work space	Extended time limits
Note-taking assistance	Strategic seating	Verbatim scribing
Duplicated notes	Proximity to instructor	Oral responses, including audiotapes
Learning contracts	Reduction of audio/visual stimuli	Alternative settings
Reinforcement incentives	Study carrel	More frequent breaks
Highly structured activities	Minimizing of background noise	Assistive devices or adaptive equipment
Partnering	Quiet setting	Prompts to return student's attention to task
Augmentative and alternative communications systems	Use of headphones	Augmentative and alternative communications systems
Assistive technology, such as text-to-speech software or graphic organizers	Special lighting	Assistive technology, such as speech-to-text software
Non-verbal signals	Assistive devices or adaptive equipment	Large-size font
Organization coaching		Colour cues
Time-management aids		Reduced/uncluttered format
Mind maps		Computer options
More frequent breaks		Extra time for processing
Concrete/hands-on materials		Reduction in the number of tasks used to assess a concept or skill
Manipulatives		
Tactile tracing strategies		
Gesture cues		
Dramatizing information		
Visual cues		
Large-size font		
Tracking sheets		
Colour cues		
Reduced/uncluttered format		
Computer options		
Spatially cued formats		
Repetition of information		
Rewording/rephrasing information		
Extra time for processing		
Word-retrieval prompts		
Taped texts		

Source: *Education for All*, 2005, p. 118



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How Instruction Can Be Differentiated

Content: <i>What students learn</i> (input)	Process: <i>How they learn it</i> or make sense of it	Product: <i>How they demonstrate</i> what they learned (output)
<ul style="list-style-type: none"> • multiple representations of key concepts • emphasize key ideas or big ideas • alternate forms of text (e.g., taped, large print, scanned) • curriculum compacting (buying time for interest areas) • texts of varying levels • learning contracts • mini-lessons • flexible groupings • focus on interests • vary the level (modification) • tiered activities 	<ul style="list-style-type: none"> • multiple means of student engagement • flexible groupings • jigsaw • literature circles • learning centres/interest centres • mind mapping • think-pair-share • multiple intelligences • cooperative group learning • scaffolding • modeling • retell, reflect, relate • guided practice • tools that reduce the processing load: e.g., graphic organizers, visual aids, acronyms, word walls, strategy wall 	<ul style="list-style-type: none"> • multiple means of student expression • oral: speech, presentation, seminar, dramatization, public service announcement, interview, puppet show, news report • written: creative writing, journal, article, letter, cartoon, song, poem • build/design: display, model, game • artistic: graphic, painting, photography, illustration, poster • technology: power point presentation, web pages, chart

Source: Education for All Committee, Durham Catholic DSB



The Eight Multiple Intelligences

Intelligence	Key Characteristics	Have Students...
Logical-Mathematical	<ul style="list-style-type: none"> - discerns numerical patterns - thinks effectively with numbers - classifies information - likes to experiment with and explore numbers, patterns and make inferences 	<ul style="list-style-type: none"> - calculate probability - symbolize in numbers - play number games - use spreadsheets - use math manipulatives - compare and contrast - classify and categorize - formulate hypotheses - evaluate and synthesize ideas
Linguistic	<ul style="list-style-type: none"> - effectively uses words when speaking/writing - sensitive to the power, meaning and flow of words 	<ul style="list-style-type: none"> - read books, novels, poems, newspapers - compare and contrast - use vocabulary words, grammar and spelling
Musical	<ul style="list-style-type: none"> - appreciates and plays with rhythm, pitch and timbre - keen appreciation of musical forms 	<ul style="list-style-type: none"> - compose a melody, hum, clap, click, snap in tune - evaluate music - read notes, symbols and expressions - interpret lyrics - listen to music
Spatial	<ul style="list-style-type: none"> - strong visual spatial reasoning - senses patterns 	<ul style="list-style-type: none"> - create a collage, brochure, patterns - use visual aids, paint, draw - use mind maps - build in 3-D - estimate size - make a map - use geometric shapes and graphic organizers
Bodily-Kinesthetic	<ul style="list-style-type: none"> - senses, interprets and creates patterns involving the entire body 	<ul style="list-style-type: none"> - act out - choreograph a dance - learn sign language - assemble/disassemble machines - play computer or video games - use tools
Interpersonal	<ul style="list-style-type: none"> - keenly interprets and responds to the moods and behaviours of others 	<ul style="list-style-type: none"> - debate, discuss, present in teams - teambuilding - active listening - share, collaborate - mediate conflicts - motivate others, lead
Intrapersonal	<ul style="list-style-type: none"> - awareness of personal strengths and weaknesses and ability to self- guide behaviour 	<ul style="list-style-type: none"> - make an action plan - prioritize and set goals - keep a journal - reflect work independently - take a stance
Naturalistic	<ul style="list-style-type: none"> - understands nature's complexities - classifies and identifies relationships between aspects of nature 	<ul style="list-style-type: none"> - go to a farm or zoo - observe natural phenomena - take a nature hike - list characteristics - care for class pet - plant a tree

Source: Bennett, Barrie and Carol Rolheiser (2001). *Beyond Monet*. Toronto: Bookation Inc.



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Reconciliation

Reconciliation Resources Reviewed - Overall List:

1. **A Catechesis on Reconciliation**
Anne Louise Mahoney, Publications Service, Canadian Conference of Catholic Bishops, 1995
2. **Reconciliation in Born of the Spirit and We Are Strong Together (Programs)**
Canadian Conference of Catholic Bishops, 2000
3. **Sacramental Preparation for Students with Developmental Disabilities- Reconciliation**
Jacquelyn Arsenault, Sr. Constance Lacroix CSJ, Joan St. Germain, St. Paul University, Ottawa, 1997
4. **We Celebrate Forgiveness: A Sacramental Preparation Program for Students with Developmental Disabilities**
Mary Ann Takacs, Sharron McKeever,
Catholic Association of Religious and Family Life Educators of Ontario,
www.carfleo.com, 2005
5. **Celebrating God's Love**
Archdiocese of Toronto, 2002



Resource 1: A Catechesis on Reconciliation

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This is a supplement to the <i>Born of the Spirit</i> program.</p> <p>This resource supports preparation for Reconciliation at the school level.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	9, 17
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	11, 19, 27, 29, 33, 34, 37
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	7, 8, 11, 14-16, 18, 19, 22-24, 28-31, 35, 37
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	8, 9, 25, 29, 32
	<input checked="" type="checkbox"/> Repetitive Curriculum	movement of the themes
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>This resource was not developed specifically for students with special needs.</p> <p>A detailed list of resources is included at the beginning of each of the three themes.</p> <p>Many of the activities require students to draw.</p>		



Resource 2: Reconciliation in *Born of the Spirit* and *We Are Strong Together* Catechetical Programs

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document is a collection of prayer services that complement the <i>Born of the Spirit</i> and <i>We Are Strong Together</i> programs.</p> <p>It provides support for preparing the actual celebration of the sacrament with samples of prayers and readings.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	Elements of the four 'learner needs' are addressed in a general manner throughout the prayer services.
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>This resource was not developed specifically for students with special needs.</p> <p>The prayer services include concrete symbols and succinct passages.</p> <p>Extended activities included are to deepen understanding and provide with opportunities to actively take part.</p>		



Resource 3: Sacramental Preparation for Students with Developmental Disabilities

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document is based on the <i>Born of the Spirit</i> program.</p> <p>It is written to address the needs of students with significant intellectual challenges.</p> <p>It can be used in classrooms where students of the same age are participating in the <i>Born of the Spirits</i> programs.</p> <p>It includes 8 lessons, a bibliography of books, stories and documents, music and pictures and an audio/visual resource list.</p>	<input checked="" type="checkbox"/> Modified Curriculum	- all
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	2, 3, 4, 7, 8
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1, 2, 4, 6, 8
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1, 2, 3, 5, 6, 7, 8
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	1, 4, 6, 7, 8
	<input checked="" type="checkbox"/> Repetitive Curriculum	- stories
	<input checked="" type="checkbox"/> Computer Access/Assistance	- all
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>The exceptions listed are taken from the Catholic Graduate Expectations developed by the Institute of Catholic Education and are not directly related to the aims of the <i>Born of the Spirit</i> program for grade 2.</p> <p>For a more in-depth theology of the Sacrament of Reconciliation, this resource is best used in conjunction with the grade 2 <i>Born of the Spirit</i> program, <i>A Catechesis on Reconciliation</i>.</p> <p>Use of PIC symbols suggested requires schools to purchase these symbols available through Mayer-Johnson Boardmaker Products.</p>		



Resource 4: We Celebrate Forgiveness: A Sacrament Preparation Program for Students with Developmental Disabilities

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document is designed to assist in the preparation of Reconciliation.</p> <p>It highlights the importance of having students with special needs take part in the sacraments.</p>	<input checked="" type="checkbox"/> Modified Curriculum	10
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	20
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	10, 20
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	- all
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	5, 6
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>There is no pre-determined timeline for completing activities.</p> <p>Included are modified versions of the parable of <i>The Lost Sheep</i> and <i>The Prodigal Son</i>.</p>		



Resource 5: Celebrating God’s Love

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This is a resource for immediate preparation for first Eucharist in the parish.</p> <p>It is divided into 6 family gathering modules.</p> <p>It is designed to provide families with sacramental catechesis that is meaningful and informative.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	1, 4
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	2, 3
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	6
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	5
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	

Notes:

There are no explicit modifications for students with learning disabilities; however, some of the activities could be modified for visual and hearing impaired with the help of the program support teacher.

There is a great overview of theology and the history of reconciliation; useful for background information

This resource contains a very good example of a reconciliation liturgy.

Some activities could be of use for teachers responsible for immediate preparation.



Eucharist

Eucharist Resources Reviewed - Overall List:

1. **Invited to the Feast**
Catholic Office of Religious Education, Archdiocese of Toronto,
2005

2. **Sacramental Preparation for Students with Developmental Disabilities
– Eucharist**
Jacquelyn Arsenault, Sr. Constance Lacroix CSJ, Joan St. Germain,
St. Paul University, Ottawa, 1997

3. **Come Join Us at the Table**
Novalis, 2000

4. **We Remember– A Sacramental Preparation Program for Students with
Developmental Disabilities**
Mary Ann Takacs, Terri Kudirka,
Catholic Association of Religious and Family Life Educators of
Ontario, www.carfleo.com 2004



Resource 1: We Remember: Eucharist

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This resource is intended to help prepare students with development disabilities for the reception of First Eucharist.</p> <p>It follows the movements of the Eucharistic Liturgy:</p> <p>Introductory Rights - We Gather; Liturgy of the Word – We Learn; Liturgy of the Eucharist and Communion Rite – We Eat; Concluding Rite – We Go Forth.</p>	<input checked="" type="checkbox"/> Modified Curriculum	- all
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	2, 3, 6
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-6
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-4
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	2, 4, 6
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>This resource is based on the <i>Born of the Spirit</i> catechetical program.</p> <p>With some additions, this resource could be easily adapted for mild or severe auditory/visual needs.</p>		



Resource 2: Invited to the Feast - Eucharist

Synopsis	Learner Needs Addressed	Page/Lesson
<i>Invited to the Feast</i> is a parish resource for immediate preparation for First Eucharist.	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	1, 5, 10, 12
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-3, 5, 9, 11, 12
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1, 5-7, 10-12
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	2-6, 8
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input checked="" type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	- Word documents on CD

Notes:

A very comprehensive document; however, it was not designed specifically for students with special needs

There are a few activities which may be more meaningful for students with special needs and may offer students greater understanding as they prepare to receive this sacrament.

This resource provides a thorough history of the celebration of the Eucharist

This resource contains a short resource list for ideas/books for preparing students with special needs.

All sections of this resource are provided as Word documents on CD.



Resource 3: Sacramental Preparation for Students with Developmental Disabilities – Eucharist

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document is a sacramental preparation program for teachers working with developmentally disabled students in the regular class or one-on-one.</p> <p>The resource contains 14 lesson plans that coincide with <i>Born of the Spirit</i> program.</p>	<input checked="" type="checkbox"/> Modified Curriculum	- all
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	2-5, 7-13
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-13
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-5, 7, 9-12, 14
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	2-5, 7-10, 12-14
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>Blackline masters are included.</p> <p>Materials are clearly listed.</p> <p>A culminating activity is given for each lesson.</p> <p>The author suggests putting work into a Eucharist portfolio.</p> <p>It contains an extensive bibliography of resources.</p>		



Resource 4: Come Join Us at the Table - Eucharist

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document links the children and their families with the story of Jesus.</p> <p>The document allows parents to deepen their understanding of sacramental and liturgical language.</p> <p>It invites families (parents, god-parents, children) to make a commitment to their community of faith.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	44, 46, 51
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	31
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	30, 33, 34, 40, 42-44, 48-50, 54, 56-58, 61, 63-67, 71-74
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	30, 31, 41, 47, 54
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>This document can be implemented at parish or school level and with the family.</p> <p>The ideal time to initiate program is prior to and during the Easter season.</p> <p>This is a well laid-out resource with an easy-to-follow guide.</p> <p>There are blackline masters available that correspond with the guide.</p> <p>The guide is divided into 6 celebrations.</p> <p>There are at-home activities provided.</p> <p>The activities include prayer, drama, dance, song, crafts etc.</p> <p>There are numerous opportunities for dialogue between adults and children.</p> <p>The document provides activities for mystagogy (period from Easter to Pentacost).</p>		



Confirmation

Confirmation Resources Reviewed - Overall List:

1. **Anointed for Mission,**
Archdiocese of Toronto, Doc #0207, 2000
2. ***Sacramental Preparation for Students with Developmental Disabilities:
Confirmation,***
St. Paul University, Ottawa, 1997
3. **Alive in the Spirit!**
Novalis, St. Paul University, Ottawa, 2006



Resource 1: Anointed for Mission – Confirmation

Synopsis	Learner Needs Addressed	Page/Lesson
<p><i>Anointed for Mission</i> is a parish program for immediate preparation for the sacrament of confirmation for candidates in Catholic, public and private schools.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	2, 4
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-6
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-6
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	1, 5
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	

Notes:

This is a very comprehensive resource; however it was not designed specifically for students with special needs.

There is strong connection to family (i.e.: includes a family resource).

There are 6 catechetical sessions and retreat ideas are included.

Also included is an overview of the preparation process and practical notes for coordinating the process.

This resource is accompanied by a candidate’s journal.

The resource includes a bibliography and list of videos.



Resource 2: Sacramental Preparation for Students with Developmental Disabilities - Confirmation

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document was written to provide teachers with lesson plans to assist students who have very significant intellectual challenges.</p> <p>It can be used in all religious education classrooms where students of the same age are participating in the <i>Born of the Spirit</i> program.</p>	<input checked="" type="checkbox"/> Modified Curriculum	- all
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	5, 6, 9
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-10
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-10
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	8, 10
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>Although learning needs are addressed within the program, they are not addressed consistently in every lesson.</p> <p>The resource includes lists of music and videos to use in an annotated bibliography. The lessons require preparation of materials prior to lesson.</p> <p>Some lessons are too long and cover too many new concepts at once.</p>		



Resource 3: *Alive in the Spirit!* – Confirmation

Synopsis	Learner Needs Addressed	Page/Lesson
<p><i>Alive in the Spirit!</i> is experiential in nature and focuses on candidates turning their whole-being toward the loving God who made them.</p> <p>The program invites candidates to grow increasingly attuned to the call God has made to them since the day of their Baptism.</p>	<input type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	- all sessions
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	- all sessions
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	- all sessions
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	- all sessions
	<input checked="" type="checkbox"/> Repetitive Curriculum	- all sessions
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	

Notes:

All sessions consist of ritual experiences in which the students use their senses to help them understand the symbols used in confirmation (i.e.: on page 70, the ritual is adapted for visually-impaired candidates).

It does not replace the Religious Education program; it is intended as a supplement to enrich the parish program.

It is divided into 6 sessions, each exploring the “ritual actions in the celebration of baptism”.

The introduction to the guide gives an extremely comprehensive description of this unique approach to preparation for confirmation.



Additional Resources

1. **Discipleship Level 1 and 3**
The Rose Fitzgerald Kennedy Program to Improve Catholic Religious Education for Children and Adults with Intellectual Disabilities – A Comprehensive Developmental Curriculum,
Diocese of Pittsburgh Department for Persons with Disabilities 1996
2. **Relational Level 1**
The Rose Fitzgerald Kennedy Program to Improve Catholic Religious Education for Children and Adults with Intellectual Disabilities – A Comprehensive Developmental Curriculum,
Diocese of Pittsburgh Department for Persons with Disabilities 1996
3. **Dufferin-Peel CDSB Religious Education for Students with Special Needs**
Dufferin-Peel Catholic District School Board, 2005
4. **Children with Disability and Participation in Sacraments**
Archdiocese of Brisbane, Australia, 1999



Resource 1: The Rose Kennedy Program - Discipleship Levels 1 & 3

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This program is designed specifically for persons with severe intellectual disabilities.</p> <p>It is a comprehensive developmental curriculum containing lesson plans, prayer experiences, parental and catechetical guidelines that provide insight into the way a person with an intellectual disability learns about his/her faith.</p> <p>The lessons include discussions which tie life experience to the concepts being taught.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modified Curriculum <input checked="" type="checkbox"/> Tactile/Concrete Materials <input checked="" type="checkbox"/> Visual Learning Cues/Activities <input type="checkbox"/> Auditory Learning Cues/Activities <input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities <input type="checkbox"/> Repetitive Curriculum <input type="checkbox"/> Computer Access/Assistance <input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.) 	<p>Level 1: Provides an overview of Reconciliation, Eucharist and Confirmation</p> <p>Level 3: Preparation for Confirmation for students requiring a thorough presentation of the concepts of the sacrament, as well as basic information regarding the Church, mass, etc.</p>
<p>Notes:</p> <p>Lessons presented in clear and concise manner.</p> <p>At the end of each lesson, a word or symbol is added to a poster or student notebook.</p> <p>This resource asks students to complete a lot of illustrating which can be difficult for students with poor fine motor skills.</p> <p>There is a lot of talking done by teacher.</p>		



Resource 2: The Rose Kennedy Program - Relational Level 1

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This program is designed specifically for persons with severe intellectual disabilities.</p> <p>It is a comprehensive developmental curriculum containing lesson plans, prayer experiences, parental and catechetical guidelines that provide insight into the way a person with an intellectual disability learns about his/her faith.</p> <p>The lessons include discussions which tie life experiences to the concepts being taught.</p>	<input checked="" type="checkbox"/> Modified Curriculum	
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	11-13, 18
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	5, 7
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	3, 6, 8
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	4, 7, 9, 14, 15, 17, 18
	<input type="checkbox"/> Repetitive Curriculum	
	<input type="checkbox"/> Computer Access/Assistance <input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
<p>Notes:</p> <p>This program is designed for preparation for sacraments of Reconciliation and Eucharist.</p>		



Resource 3: Religious Education for Students with Special Needs (DPCDSB)

Synopsis	Learner Needs Addressed	Page/Lesson
<p>This document was created to teach the Easter season in the special education classroom.</p> <p>It is an eight week course.</p>	<input checked="" type="checkbox"/> Modified Curriculum	- all*
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	2, 3, 8
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-3, 5-7
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-4
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	1-3, 5, 6, 8
	<input checked="" type="checkbox"/> Repetitive Curriculum	2
	<input type="checkbox"/> Computer Access/Assistance	
	<input type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	
	<input checked="" type="checkbox"/> Pictures and Symbols	2, 3, 5-7
<p>Notes:</p> <p>Themes 6 and 8 in this resource relate to all senses.</p> <p>There is good use of songs, poems, drama.</p> <p>This resource is not focused on reception of sacraments.</p> <p><i>*Some tasks included in this document are not appropriate for students with special needs.</i></p>		



Resource 4: Children with Disability and Participation in Sacraments, Archdiocese of Brisbane, Australia

Synopsis	Learner Needs Addressed	Page/Lesson
<p>Resource is intended to enable children with disability and their families to be welcomed and supported for the reception of first sacraments in and by their parish community.</p> <p>With family members, the candidate is prepared to receive Communion and Confirmation by a parish-based preparation team.</p> <p>Preparation takes place over five sessions with support activities completed at home.</p>	<input checked="" type="checkbox"/> Modified Curriculum	1-5
	<input checked="" type="checkbox"/> Tactile/Concrete Materials	
	<input checked="" type="checkbox"/> Visual Learning Cues/Activities	1-5
	<input checked="" type="checkbox"/> Auditory Learning Cues/Activities	1-5
	<input checked="" type="checkbox"/> Kinesthetic Learning Cues/Activities	1-5
	<input checked="" type="checkbox"/> Repetitive Curriculum	1-5
	<input checked="" type="checkbox"/> Computer Access/Assistance	
	<input checked="" type="checkbox"/> Alternative Format (digital, Braille, books-on-tape etc.)	

Notes:

This resource is not based on the *Born of The Spirit Catechetical Program* but could be helpful as a secondary resource.

It is intended as a parish-based program for use by parents, sacramental team members, pastors and support persons.

It is written for use with one candidate and their family and not with a group of candidates. However the latter pages contain ideas that might be of use in the classroom with modification and the assistance of a support teacher.

Parent and sibling involvement is very high.

This resource is based on guidelines for the reception of first sacraments produced for use in the Archdiocese of Brisbane. Those using this program in Ontario should refer to the guidelines recommended by their local Archdiocesan office.

Local guidelines replace the guidelines from the Archdiocese of Brisbane reproduced on page 8 of the resource.



Resources and Work Cited

1. *Education for All*
Ontario Ministry of Education, Toronto, 2005
2. *Anointed for Mission*, Archdiocese of Toronto, Doc #0207, 2000
3. *A Catechesis on Reconciliation*, Anne Louise Mahoney, Publications Service, Canadian Conference of Catholic Bishops 1995
4. *Reconciliation in Born of the Spirit and We Are Strong Together Programs*, Canadian Conference of Catholic Bishops, 2000
5. *Invited to the Feast*, Archdiocese of Toronto, 2005
6. *Celebrating God's Love*, Archdiocese of Toronto, 2002
7. *Sacramental Preparation for Students with Developmental Disabilities –Reconciliation*, Jacquelyn Arsenault, Sr. Constance Lacroix CSJ, Joan St. Germain, St. Paul University, Ottawa, 1997
8. *Sacramental Preparation for Students with Developmental Disabilities – Confirmation* Jacquelyn Arsenault, Sr. Constance Lacroix CSJ, Joan St. Germain, St. Paul University, Ottawa, 1997
9. *Sacramental Preparation for Students with Developmental Disabilities – Eucharist* Jacquelyn Arsenault, Sr. Constance Lacroix CSJ, Joan St. Germain, St. Paul University, Ottawa, 1997
10. *The Rose Fitzgerald Kennedy Program to Improve Catholic Religious Education for Children and Adults with Intellectual Disabilities – A Comprehensive Developmental Curriculum*, Diocese of Pittsburgh Department for Persons with Disabilities, 1996
11. *We Remember – A Sacramental Preparation Program for Students with Developmental Disabilities*, Mary Ann Takacs and Terri Kudirka, Catholic Association of Religious and Family Life Educators of Ontario, www.carfleo.com , 2004
12. *We Celebrate Forgiveness - A Sacramental Preparation Program for Students with Developmental Disabilities*, Mary Ann Takacs and Sharron McKeever, Catholic Association of Religious and Family Life Educators of Ontario, www.carfleo.com, 2005
13. *Dufferin-Peel Religious Education for Students with Special Needs: Dufferin-Peel Catholic District School Board*, 2005
14. *Children With Disability and Participation in Sacraments-* Archdiocese of Brisbane, Australia, 1999
15. *Alive in the Spirit!*, Novalis, Ottawa, 2006
16. *Come Join Us at the Table*, Novalis, 2000

