

# Adaptive Learning Team Training

"Truly I tell you, whatever you did for  
one of the least of these brothers and  
sisters of mine, you did for me."

Matthew 25:40



Produced by FBC Portland



Before we get into the practical side of things, it's important we get an overview of some major types of disabilities and some common strategies to help kids that may have these disabilities in our ministry. We'll dive into how to implement these strategies in our ministry in the next section.

---

"Your disability will  
never make God  
love you less."

"Put a go in front  
of disabled. It  
spells: God is able."  
- Nick Vujicic



# Educational Side

---





# Disabilities

## 5 Major types of Disabilities

- Physical Disabilities
- Behavioral Disabilities
- Developmental Disabilities
- Sensory Disabilities
- Learning & Cognitive Disabilities

# Physical Disabilities

Long term or permanent impairments to the body's physical functions.

Primarily impact mobility and the use of gross and fine motors.

Can be congenital or caused by an illness, injury, surgery, or accident.



# Physical Disabilities Strategies

Providing enough space for mobility.

Variety of seating and room arrangements.

More than just written tasks. Copies of notes completed for those in need.

Ramps and elevators.

# Behavioral Disabilities

Involve patterns of disruptive behaviors in a variety of settings.

Affect and estimate of 26% of Americans.

Highly misunderstood.

Every behavior has a function; want/need it is trying to convey.

Disruptive behavior can be a diagnosable mental health condition.

Attention  
Deficit/Hyperactivity  
disorder (ADHD)

Oppositional  
Defiant Disorder  
(ODD)

Eating Disorders

Generalized  
Anxiety  
Disorder (GAD)

Obsessive  
Compulsive  
Disorder (OCD)

Post-Traumatic  
Stress Disorder  
(PTSD)



# Behavioral Disorder Strategies



Try to remember every behavior has a function or need it is trying to fill.



Don't take any of it personally.



The individual is likely just as frustrated as you are since you are not likely doing what they want or need in the situation.



Use calming strategies (More to come on this.)



May need to be taught the structure of our program.



Relationship development is the single most important step I can recommend.



Have a system to be able to tag out if you become frustrated.



Over plan for activities that are hands on. Changing the sitting arrangement every 10-12 minutes is a must. They need movement.



## Developmental Disabilities

This is a wide umbrella term for a range of chronic conditions impacting mental and physical capacity to perform. They appear before adulthood and are lifelong challenges.



Impacts language, mobility, self-help, and independent living skills.

Autism  
Spectrum  
Disorder  
(ASD)

Cerebral  
Palsy

Down  
Syndrome

Fetal Alcohol  
Syndrome

Degenerative  
Disorders



## Developmental Disability Strategies

This category can pull from the physical disabilities strategies as well as from the behavioral strategies.

This category may or may not impact cognitive skills. An individual with cognitive delays will need alternative materials in order to engage in the same content. This does not mean they will always color a page. It may be interactive books, cut and paste activities, and puzzles.

May need hand over hand help with tasks.

Often have very unique sensory needs. We can work on providing some sensory bins for rooms to use.



## Sensory Disabilities & Strategies

### Deafness

- Can be just partial hearing impairment.

### Vision Impairment/Blindness

- Some may be corrected with glasses. Some may need enlarged printed materials.

### Mutism

- Electively decide not to speak at all or to certain individuals. Typically are of average intelligence and can understand what you are saying.

### Sensory Processing Disorder

- These individuals have significant difficulty understanding and responding to their environment. They can be paired with any of the aforementioned disabilities. Light, foods, sounds, clothing, textures can all lead to an overreaction.



## Learning & Cognitive Disabilities

### Learning Disabilities

- Can be in many areas. Reading, Math, written expression.
- Typically of average intelligence but is unable to demonstrate that in some or all of the areas above.
- Read aloud all text. Don't require everyone to write. Provide choices.

### Cognitive Disabilities

- Lacks the same intelligence level as individuals without disabilities their age.
- Need more hands on activities.
- May need items presented multiple times before they grasp.
- May gain and lose knowledge from one day to next.
- Many need guidance to maintain personal safety.



# Teaching Strategies

---

“Every student can learn, just not on the same day, in the same way.” – George Evan



# A-B-C Explained

---

Applied Behavior Analysis is a proven method of improving a child's social, communication, and adaptive behavior skills through positive reinforcement.



## A-B-C Classroom Example for Positive Behavior

---

A (antecedent) – Child is asked to grab their Bible.

B (behavior) – Child grabs their Bible.

C (consequence) – Child gets a piece of candy.




# A-B-C Classroom Example for Negative Behavior

---


A (antecedent) – Child is asked to grab their Bible



B (behavior) - Child grabs their Bible and throws it across the room



C (consequence) – Child does not get a piece of candy and has to sit during recreation time



# Prompting Strategy

---

- Prompts are demonstration or guidance that we provide to a child to increase the likelihood that they will make the correct response.
- Over time we fade prompts out to increase the child's independence
- Knowing which prompt to use can be challenging, so give yourself grace
- We want to provide children with enough guidance so that they are learning to perform the skill correctly, but we don't want to make the prompt something the child depends on to correctly perform the skill



# 6 Prompts Used in ABA

---

## The 6 Primary Types of Prompts

---

**Verbal Prompts:** These are spoken cues or instructions that guide a desired behavior. For example, a therapist might say, “Please pick up your toys” to encourage a child to tidy up.

---

**Gestural Prompts:** These are non-verbal cues, such as pointing, nodding, or making eye contact to direct attention or indicate a desired action. For example, a therapist might point to the sink to prompt a child to wash their hands.

---

**Modeling Prompts:** This involves demonstrating the desired behavior for the individual to imitate. For example, a therapist might model how to brush teeth to teach a child proper oral hygiene.

---

**Physical Prompts:** These involve physical guidance, such as hand-over-hand assistance, to help a person perform a task. For example, a therapist might gently guide a child’s hand to place a puzzle piece correctly.

---

**Visual Prompts:** These use visual aids, like pictures, schedules, or written instructions, to provide additional support. For example, a visual schedule can help a child understand and follow a daily routine.

---

**Positional Prompts:** These involve placing objects closer to the individual to encourage interaction or selection. For example, a therapist might place a preferred toy within reach to prompt a child to choose it.

# Let's Practice

---

What are some prompts that may work for children in our ministry and/or in your classes?