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INTRODUCTION

“Putting People First”

At OPWDD we believe that as we move from institutional residency to community living, we are obligated to support individuals with developmental disabilities to be able to ***live, play and work*** in the community in which they reside. Any discussion of enriching the lives of people with developmental disabilities is incomplete without addressing the spiritual needs of an individual.

In 2010 The New York State Commission on Quality of Care and Advocacy for Persons with Disabilities (CQCAPD) issued a Quality Initiative Report. The report summarizes what 450 individuals said about a wide variety of life areas, including employment, education, transportation, housing, health, community participation, and more.

The information was created to assist the CQCAPD, other state and local government, and community based agencies ***to move beyond regulatory compliance and ensure that services, supports and standards improve and promote a good quality of life for people with disabilities.***

Overall, participants said they wanted to have the opportunity and freedom to make choices in all areas of their lives. The people participating in focus groups, along with those who submitted stories, also said that they want to be accepted and included in their communities, schools, and places of work and to be seen as an individual and not be defined by their disability.



About the State-wide Faith Based Initiative Program

Strategies for faith Community Inclusion: aligned with the vision and mission statement of the agency.

Program goals/objectives: our focal point for our work to provide assistance/support to help our staff meet the spiritual needs of individuals with developmental disabilities.

Strategies for Faith Inclusion

In partnership with faith communities and other interested parties, OPWDD will develop opportunities that meet the expectations of individuals with developmental disabilities who make choices to:

- Believe
- Belong
- Become

We will explore new avenues and expand upon choice opportunities for individuals with developmental disabilities that will ***respect*** their beliefs, ***support*** their right to belong to a faith community of their choice, and ***assist*** them to become a valued member in the house of faith they have chosen.



People with disabilities want to be active participants and meaningful contributors in their community. They want the same choices to grow spiritually, to enjoy community life, and have meaningful relationships.

Parents struggle to find faith communities that will welcome them and their children, congregants struggle to find a “meaningful way” to include people with disabilities in their faith community, and state and voluntary agencies struggle to find the best ways to offer continuous support and opportunities for person with disabilities to participate in this important part of their life.

Our goals:

1. Apply person centered planning to faith community inclusion.

Objective: To provide faith education and community practice to our staff:

- Work with the faith councils to provide tools to assess spiritual preference of persons with developmental disabilities.
- Provide education and training on basic religious beliefs, practices, and observations/holidays.
- For individuals with developmental disabilities who live on our state campus, include our chaplains on treatment teams to prepare an individualized service plan for people who have made spiritual choices.
- Work with agency staff to assist and support opportunities for individuals to realize their personal spiritual goals.

2. Create a Faith Community Database

Objective: to create a listing of houses of worship that will be accessible by zip codes for all 62 counties:

- Work with our Informational management personnel to find a GPS system compatible with our systems that will allow stakeholders to find houses of worship by zip code in their area based upon the individual with developmental disabilities faith interest and traditions.
- Create a database with houses of worship information. This will provide all community homes access to information for faith integration opportunities.
- Provide community homes with houses of worship contact (s) for assistance in making community introductions.



3. **Work with individuals, families, and self-advocates to provide educational and listening forums for the community:**

Objective: To help the faith communities welcome and support individuals to become valued members.

- Work with natural supports and interested parties to make faith community contacts and to open up opportunities for listening and education.
- Support self-advocates in getting their message of integration to faith communities.
- Help faith communities interact with people with developmental disabilities.

4. **Build support systems that will assist an individual's access and inclusion to their faith community**

Objective: To increase participation in faith community worship and other activities on a consistent basis.

- Develop systems that will support staff in achieving the objective of faith community inclusion.
- Reach out to natural support systems: individuals with family and friends who want to attend worship (and other faith community activities) with the person.
- Create community support systems: when you belong, people care about you. By supporting consistent interaction with a community worship house, the faith community will become an interested partner in providing supports for the individual to have opportunities to participate in other community activities.
- Work with the Federal Housing and Urban Development Faith Based Liaisons, and OPWDD's Housing Initiative and Supports to build connections between Faith Based Organizations (FBO's) and Community Based Organizations (CBO's) that will assist the groups in providing community accessibility.



This Guide has 2 sections:

Section I: Discovery Camp

1. Designed to give individuals an opportunity to discover their true identity. This identity is what differentiates one person from another and represents who that person really is. Exercises will be used as part of discovery processes to identify the many facets that make you who you are; and
2. To help individuals understand that this journey cannot be done alone. For individuals who seek a faith/spiritual relationship, a circle of support is needed to assist and support integration into faith and community activities of their choice.

Section II: Faith Community Inclusion Guide:

The purpose of this section is to use the *Person Centered Planning* process to assist OPWDD and Voluntary Agency staff to support individuals with developmental disabilities to participate in their faith and community according to their level of interest and capacity.



Section I: Discovery Camp



A. Exploring Who I am and My Choices

Everyone has talents, gifts and qualities. In many ways these things are what make all of us human beings. They are what drives us, what motivates us, what keeps us centered. The next few pages of this section is an opportunity for you to explore who you are and what choices you would like to move forward in your life.

1) What relationships are important to you? (Pick 4)

- Family
- Friends
- Co-workers
- Neighbors
- Ethnic groups
- Cultural groups
- Companions
- Community groups
- Activity groups
- Faith groups

Answer:

- 1.
- 2.
- 3.
- 4.

2) What places make you happy? (Pick 4):

- Home place
- Work place
- Entertainment places (concerts, theatres,)
- Community places (stores, malls, parks, fairs, houses of worship)
- Recreational places (parks, playfields, sport arenas)
- Educational places (schools, museums. library,)

Answer:

- 1.
- 2.
- 3.
- 4.



3. What things (tangible) are important to you? (Pick 6)

Money
Hobbies
Animals/pets
Reliable transportation
Education
Safe/secure environment
Play (games, sports, music)
Skills

Employment
Personal Friends
My own apartment/house
Community Activities
Good Health
Support staff
Family

Answers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



4. What Spiritual (well being) values are important to you? (Pick 8)

Joy
Safety
Social interaction
Faith
Acceptance
Contribution
Love
Courage
Satisfaction
Helping others
Accomplishment
Physical fitness
Honesty
Self discovery
Self sufficiency

Dignity
Laughter
Friendships
Respect
Achievement
Self-esteem
Companionship
Ownership
Creativity
Protection
Quiet time
Self-direction
Freedom
Knowledge
Peace

Answers:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



CONCLUSION

Snapshot of Me

Tell me about what makes you happy:

1) What relationships are important in your life? (from page 9)

2) What places make me happy (page 9)

3) What values (tangible) are important to you (page 10)

4) What spiritual values are important to you (page 11)



B. Empathy Skills: Exploring Someone I support and their choices

Empathy: intellectual identification with or vicarious experiencing of the feelings, thoughts or attitudes of another person.

Now that you've identified what's important to you and what makes you happy, repeat the process for someone you know/support who has a developmental disability.

1) **What relationships are important to _____:** (Pick 4)

- Family
- Friends
- Co-workers
- Neighbors
- Ethnic groups
- Cultural groups
- Companions
- Community groups
- Activity groups
- Faith groups

Answer:

- 1.
- 2.
- 3.
- 4.

2) **What places make _____ happy?** (Pick 4):

- Home place
- Work place
- Entertainment places (concerts, theatres,)
- Community places (stores, malls, parks, fairs, houses of worship)
- Recreational places (parks, playfields, sport arenas)
- Educational places (schools, museums, library,)

Answer:

- 1.
- 2.
- 3.
- 4.



3. What things (tangible) are important to _____ (pick 6)

- | | |
|-----------------------------|------------------------|
| Money | Employment |
| Hobbies | Personal Friends |
| Animals/pets | My own apartment/house |
| Reliable transportation | Community Activities |
| Education | Good Health |
| Safe/secure environment | Support staff |
| Play (games, sports, music) | Family |
| Skills | |

Answers

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

4. What Spiritual (well being) values are important to _____ (pick 8)

- | | |
|--------------------|----------------|
| Joy | Dignity |
| Safety | Laughter |
| Social interaction | Friendships |
| Faith | Respect |
| Acceptance | Achievement |
| Contribution | Self-esteem |
| Love | Companionship |
| Courage | Ownership |
| Satisfaction | Creativity |
| Helping others | Protection |
| Accomplishment | Quiet time |
| Physical fitness | Self-direction |
| Honesty | Freedom |
| Self discovery | Knowledge |
| Self sufficiency | Peace |

Answers:

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | 8. |



You have now identified the values of a person you know (support) with developmental disabilities to use in assisting/supporting individuals for community participation. Fill out the following conclusion before proceeding to the next steps.

CONCLUSION

Snapshot of _____

Tell me about what makes _____ *happy:*

1) What relationships are important in your life? (from page 13)

2) What places make me happy (page 13)

3) What values (tangible) are important to you (page 14)

4) What spiritual values are important to you (page 14)



C. Creating a Community Discovery Map for the person you know/support

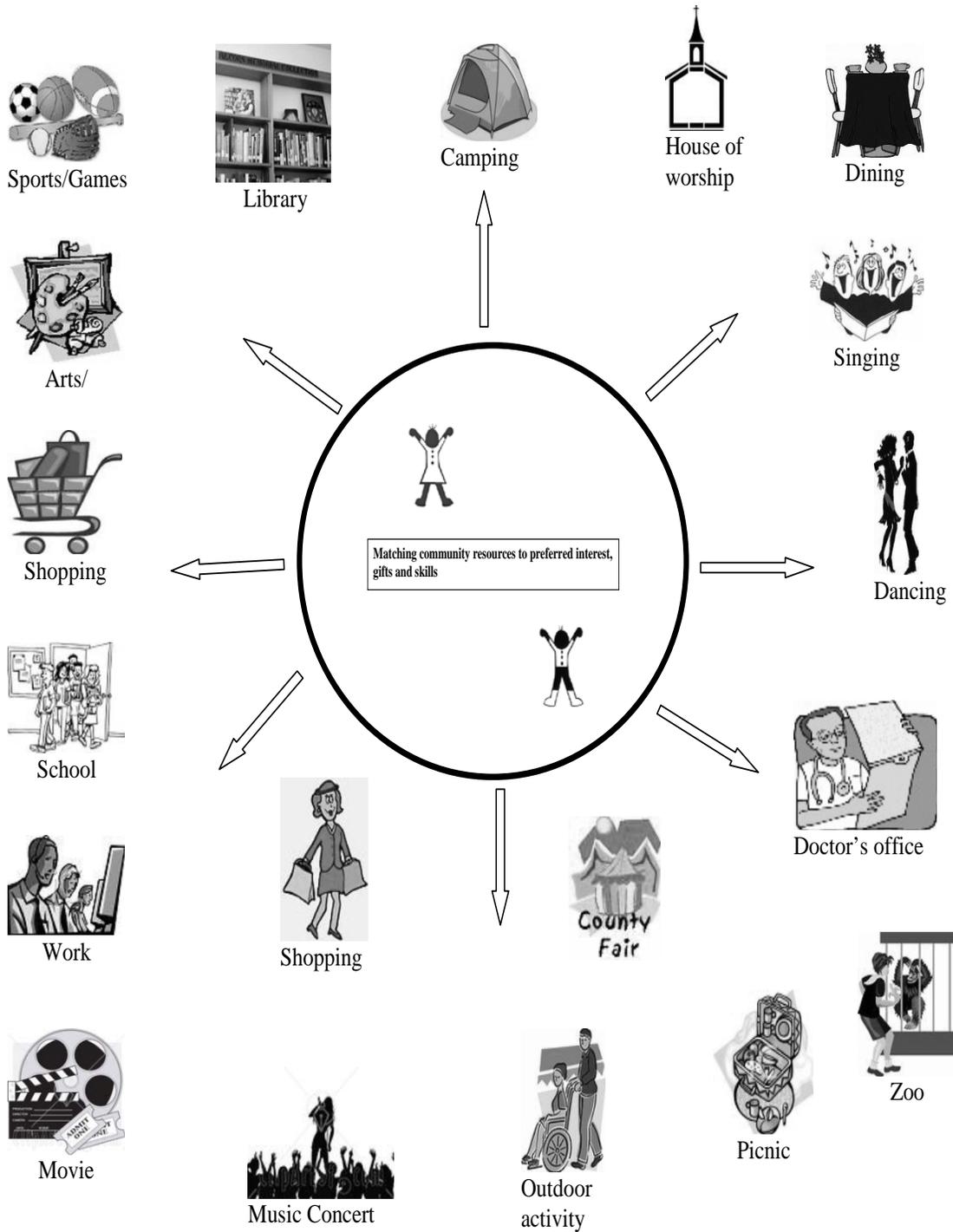
Please answer the following questions about community activities. Then, using the interest and values you just completed for the individual you know/support, circle those symbols that apply on the next page.

1. Where would I like to meet people/groups who are close to me?

2. Where in the community can I find places that are important to me?

2. Where in the community can I go that will support the values I want for my life?

4. Where in the community can I go to make connections for the spiritual values I want in my life?





D. Supporting Religious Choice

- People with developmental disabilities are capable of religious or spiritual expression, just like anyone else.
- People with developmental disabilities have preferences about religion and how they want to be involved in religious activities.
- People with developmental disabilities have the right to make choices about their religious activity.
- The right of people with developmental disabilities to express themselves religiously and spiritually is a First Amendment right according to the United States Constitution and Bill of Rights.
- Separation of church and state is a rule to make sure that government doesn't influence peoples' choice of religion or religious practices. It also exists so that peoples' religious beliefs won't influence government decisions. This is to prevent bias.
- Public programs and services have an obligation to protect the freedoms of everyone and force religion on no one.
- However, when the rule of separation of church and state results in removing choice about the practice of religion, then freedom of choice has been denied and this is *against* the First Amendment.

Religious practices are allowable in a public program/home as long as no one is forced to participate and no specific religion is favored.

- Connecting to people with developmental disabilities to congregations is an excellent way to support people's right to spiritual expression, help them meet their spiritual needs, and enhance community inclusion.

Adapted from PROTECTING RELIGIOUS FREEDOM: THE CAREGIVER'S RESPONSIBILITY, by Thomas B. Hoeksema, Ph.D. Calvin College, April 1994



Section II. Faith Community Inclusion



Part I. Religion and Spirituality

AAIDD and ARC Policy Statement Religious Freedom and Rights

People with mental retardation and related developmental disabilities¹ have the right to choose their own expressions of spirituality, to practice those beliefs and expressions, and to participate in the religious community of their choice or other spiritual activities. The person also has a right to choose not to participate in religious or spiritual activity.

ISSUES

While many agencies providing services and supports recognize the right to religious freedom, they seldom include spirituality in individual planning. Nor do they often help people participate in the spiritual activities or religious communities of their choice and/or tradition.

Individuals and their families also often face a mixed response from congregations, even though many congregations and faith networks have established model programs and strategies for including people with disabilities. Spiritual resources and congregations are an untapped source of community supports and inclusion, beyond the practice of faith and belief. They offer opportunities to express choice, develop relationships and social networks, respect cultural and family backgrounds, and serve others.

POSITION

Spirituality, spiritual growth, and religious expression that respect a person's history, tradition, and current preference or choice are rights that should be honored by supports from service systems and religious communities, as should the choice not to participate.

- Spirituality is an important part of human experience that may be expressed both through religious practice and through expressions of personal meaning and values. Thus spirituality and religious preference should be part of all assessments of individual and family needs, interests, and strengths.
- Faith communities should receive assistance to build their capacity to support and welcome our constituents and their families, through partnerships with provider agencies and advocacy organizations that respect and honor spiritual needs and religious preferences.
- Agencies and spiritual communities should offer training and education regarding spiritual supports for people with mental retardation and related developmental disabilities.

Adopted: Board of Directors, AAMR - May 28, 2002

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Facts about Faith Community Inclusion

Facts	Possibilities
People with disabilities are much less likely to attend religious services compared to people without disabilities (47% versus 65% respectively) ¹	When people with disabilities are connected to their chosen faith community, their quality of life is enhanced
Some people with disabilities have never had the chance to explore their spirituality	People with disabilities have the opportunity to express their right to a full life of faith
SOME congregations WELCOME people with disabilities	ALL congregations VALUE people with disabilities as active and contributing members
People with disabilities have to think creatively just to get through their day successfully	Congregations tap the creativity of people with disabilities to identify ways to remove barriers
Lack of community connections is often a source of frustration for people with disabilities and is related to increased safety and health consequences	Congregational inclusion creates natural connections that enable faith belonging <u>and</u> community belonging

Taken from the Spirit Project/2007

¹ N.O.D. Harris Survey 200



How do we define Spirituality, Religion and Faith?

What is Spirituality? Spirituality “is the power, energy and hopefulness in a person. It is what is deepest in us, what gives us direction, and motivation. It is what enables us to survive bad times, to be strong, to overcome difficulties.”

What is Religion? Religion “describes one way in which some people find expression for the spiritual. Religion is marked by four components; creed, worship, code (or ethics) and community.” (Spiritual Well Being: Policy and Practice Bradford 1999)

Spirituality and Religion are often perceived to have the same meaning. This perception can be misleading and confining in understanding and accepting different individuals’ spirituality. **Spirituality is commonly viewed as a broader concept than religion.** While religion can be the method by which one explores and expresses their spirituality, spirituality can be expressive of many different aspects of a person’s life.

The things related to *spirituality* most important to people:

1. Acceptance and support
2. Choice
3. Accessibility

2010 Quality Initiative Report
NYS Commission on Quality of Care and
Advocacy for Persons with Disabilities (CQCAPD)

Spirituality means different things to different people. They may interpret it as:

Their religion or faith:

- ❖ Giving meaning and direction to their life, sometimes described as their “journey”
- ❖ A way of understanding the world and their place in the world
- ❖ Belief in a higher being or a force greater than any individual
- ❖ A core part of their identity and essential humanity
- ❖ A feeling of belonging or connectedness
- ❖ A quest for wholeness, hope or harmony
- ❖ A sense that there is more to life than material things

People may develop and express spirituality through religious practices such as:

- ❖ Worship, prayer and reading religious texts
- ❖ Coming together as a spiritual community
- ❖ Living by certain values
- ❖ Rituals such as burning incense
- ❖ Wearing particular clothes or eating particular foods
- ❖ Cultural or creative activities such as making music or creating art
- ❖ Getting closer to nature
- ❖ Activities that develop self awareness or personal control such as contemplation or yoga
- ❖ Physical activity
- ❖ Friendship or voluntary work

(Spiritual Well Being: Policy and Practice Bradford 2001)



Part II. The Individualized Service Plan and the Faith Community Inclusion Process

a) Person Centered Planning

Key Characteristics of Person-Centered Planning

Person-centered planning assists individuals and their families to discover spirituality and connections to the spiritual/faith community. Through this process individuals find their spiritual compass and learn who may support them on their journey.

1. The person who is at the focus of the planning, and those who love the person are the primary authorities on the person's life direction.
2. The primary purpose of PCP is to learn through shared action (i.e., the process is more than producing paperwork, it is about taking action to reach goals) and reflection/evaluation of that action.
3. PCP aims to change common patterns of community life (e.g., segregation and congregation of people with disabilities, devaluing stereotypes, inappropriately low expectations, and denial of opportunity).
4. PCP requires collaborative action and fundamentally challenges practices that separate people and perpetuate controlling relationships.
5. Respect for the dignity and completeness of the focus person.
6. PCP calls for sustained search for the effective ways to deal with difficult barriers and conflicting demands.



7. Promotes and values accurate individual services and supports, and clarifies individual interests and needs.
8. Shaping services to support a person's vision of a valued lifestyle.
9. Facilitates change in services to be more responsive to, the interests of people.
10. Search for capacities.
11. Organize efforts in the community to include person, family, and direct support professionals.
12. Focus on quality of life and emphasize dreams, desired outcomes, and meaningful experiences.

(AAidd.Org)



b) Faith/Spiritual Planning Team and Process

Team: includes the individual, family, and service coordinator, Res./Hab. Specialist, and other interested persons. It would be beneficial if someone on the team has taken a Person Centered Planning course.

Time Frame: Person Centered Planning is a series of discussions, interactions, planning, research, and tasks, acceptance /responsibility of each step.

Note: an Individual's interest may not result in a valued outcome, but their faith/spiritual interest should be a part of the ISP Profile indicating the extent they wish to participate.

Planning Tools:

1. **“Spiritual Indicator Guide”** prepared by NYS Office for People With Developmental Disabilities. The Spiritual Indicator Guide identifies individual's strengths, capabilities, preferences, lifestyle and cultural background. This information should become a part of the ISP. (separate guide)
2. **“Things you should know”** form completed prior to the team planning meeting. This form allows everyone at the table to have the same information about the individual. (see appendix A)
3. Spiritual Inclusion Outcome form completed prior to the team planning session for faith community inclusion. (see appendix D)
4. **See Appendix for remainder of forms for person centered planning process**



Process: Select most applicable pathway using the tools on the previous page

- **Pathway A.** Individual has a faith choice based upon historical background:
- **Pathway B.** Individual shows interest based upon guide and discussions
- **Pathway C.** Individual shows no interest based upon family history, guide and discussions.

Planning Process for Pathway A and B

I. What goal (s) has been identified based on individual’s choice or level of participation?

- a. A place to practice faith beliefs and celebrations
- b. A place to worship only
- c. A place for faith related activities only

II. Has a particular faith been identified? (Exploration should be done if no particular faith identified)

- a. Catholic
- b. Protestant (i.e. Presbyterian, Lutheran, Baptist, Methodist, Non Denomination, etc.)
- d. Judaism
- e. Hindu
- f. Other: _____

III. Possible locations where service can be rendered based upon choice and capacity.

- a. In community setting
- b. home/day habilitation/ facility
- c. All of the above

IV. Frequency of attendance according to individual choice?

- a. Weekly practice of beliefs
- b. Monthly (or less frequently)
- b. Holy/Religious Holidays only

V: Obstacles/Considerations that could alter selected choice

- a. Medical:
- b. Behavioral
- c. Staffing
- d. Transportation
- e. Other _____



After we have discovered the person's interest, we need to match them (to best of our ability) to a congregation that meets their needs. Considerations for choosing houses of worship:

Step 1: Consideration for choosing houses of worship:

- Family History
- Cultural/ethnic background
- Skills/Talents
- Interests

Things to know prior to visiting Congregations: Use the Faith Information Fact Sheet (appendix B and C) to talk to houses of worship under consideration prior to visit.

Suggestions for visiting congregations:

- If individual does not like large crowds...cross out large congregations
- If individual likes music...try congregations that have choirs and/or instrumentals
- If individual likes to do activities...try congregations with a substantial activities calendar
- Look for congregations that meet individual's cultural and social needs.
- Do they have more than one service during the day or week? What times of the day?

Step 2: Visit the selected places of worship with the person (use Pre- Determinate scale Appendix E- to determine any connective responses (during or after visit)

After the "Spiritual Exploration has been completed:

Plan A and B: individual shows an interest in faith/spiritual inclusion follow - **incorporate into their Individualized Service Plan.**

Plan C: Individual shows no interest based upon family history, guide and discussions.

A decision among the team to determine that faith/spirituality interest needs to be revisited later on.

Faith Inclusion is a natural part of Community Inclusion Activities:

We have explored a different aspect of community living. It is as important to some as going to movies, library, sporting events, dinner, etc. Faith community inclusion should be considered and become part of weekly, monthly events (as desired) as all other activities.



c) Quality *in Practice*

Enhancing Personal Outcomes

- Actively ask people about their spirituality and how they would like to express it. Go beyond the simple question of “what religion are you” to try to understand not only the denomination, but also the ways in which people might like to practice their religion.
- Support a person who expresses an interest in spirituality, but who does not already have a religious affiliation, to explore different options within the community. There are many, many different types of religious communities, and many people who have been segregated from the community for much of their lives may not be aware of all the possibilities.
- Spirituality and its practices are very personal and individual experiences – assure that people have the opportunity to explore and express their spirituality individually. Avoid taking a group of people with disability to the same church at the same time.
- Assure that people become members of their church/synagogue/mosque and have their names and pictures added to the member’s directory.
- Assist people to participate in the life of the congregation -taking a role in the regular service or volunteering for special events.
- Assist people to make financial contributions to their religious community in whatever amount makes sense for the person.



- Expect the congregation and its leader to accept people with disability into the congregation as a matter of course, not expecting any different or charitable acts.
- Support people to learn the rituals and routines and expectations for members of the specific congregation so that the person will know what to do in different circumstances.
- If the first congregation does not work out, try another. Congregations are like any other association – some are warm and welcoming and open and others are more closed and restrictive.
- Honor the need and/or desire to practice spiritual rituals or follow religious rules within the person's home.
- If a person chooses not to practice any religion, respect and honor that decision.
- Support staff members to respect and honor the spiritual needs and expressions of the people they support. Religion is often a topic of debate and people must feel free to follow whatever spiritual course they want.



APPENDIX

FORMS TO UTILIZE IN THE PERSON CENTERED PLANNING PROCESS



Appendix A

Things You Should Know

This form is for faith inclusion meetings, so that everyone is on the same page with what they know about the individual

I. Personal Information:

Name: _____

Address: _____

Phone Numbers:

Residence: () _____ - _____

Family: () _____ - _____

Emergency: () _____ - _____

II. Personality Profile: (important info as it relates to 1:1 support; character, spirituality, other goals, etc.)

Strengths: (character traits etc) _____

Preferences: (what are some interests, including spirituality, etc.)

Dislikes: (what to avoid; ex. crowds, noise, personal contact etc.)

Favorite things: _____

Spiritual Goal(s) as stated in ISP (If any):



III. Community inclusion supports, needs and appropriate responses:

Physical needs: _____

Personal needs: _____

Allergies/precautions: _____

Will direct support from staff need to be provided? No Yes: _____

Staff Supports: _____ (no. of persons in attendance)

Safeguards: **(adaptive equipment, etc)** _____

Will transportation need to be arranged or provided? No Yes: _____

Transport safeguards: _____

Will a behavior support plan need to be developed? No Yes:

Behaviors: _____

Behavior prior to disruption look for and diffusion techniques:

Behavior issue: _____

Prior to issue: _____

Diffusion technique: _____



Preemptive Recommendation (s)

1. _____
2. _____
3. _____
4. _____

Behavior Safeguards: _____

Other information important to best support this person in faith community inclusion:

Who has been a part of this conversation? (Name/Relationship)

Who else should be invited to be a part of this conversation?



When will this plan be revisited to determine whether it is working or needs to be strengthened?

We will update this plan in ___ months. Due Date: _____

What future needs should be considered or might be anticipated when this plan is updated?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Other comments/considerations:



Appendix B

Faith Information Fact Sheet

(Used for contact with House of Worship)

Religion _____

Denomination/Sect _____

Types of service (s):

Name	Days of Week	Time (from/to)	Obligations
Mass and/or Worship services			
Prayer and/ or confession			
Study Classes			
Regular social hour			
other			

Holy Days:

Name	Number of Days	When celebrated	Obligation(i.e. prayer, fasting)



Celebrations/Holidays

Name	Number of Days	When celebrated	Obligations (i.e. prayer, fasting)

Required articles for faith observations: (i.e. Yarmulke, Prayer Rug, Bible, Rosary etc.)

- 1) _____
- 2) _____
- 3) _____

Other participatory activities offered: (i.e. social activities usher, choir, etc)

- 1. _____
- 2. _____
- 3. _____
- 4. _____



Membership requirements (i.e., Bar Mitzvah, Baptism, Eucharist, Confirmation etc.)

1) _____

2) _____

3) _____

4) _____

5) _____

Are non-believers allowed in attendance: Yes _____ No _____

If the answer is yes, what traditions they should/or should not adhere to:

What time would you like individual to arrive _____ minutes prior to beginning of services?



Appendix C

Building accessibility questions

Parking: Yes _____ No _____

Ramps: Yes _____ No _____

Door Widths appropriate for wheel chair access Yes _____ No _____

Place of Worship seating accommodations for wheel chair/walker access Yes _____ No _____

Hearing adaptations: Yes _____ No _____

Large print information: Yes _____ No _____

Rest Rooms accommodations: Yes _____ No _____

Water fountains accessible for wheel chair: Yes _____ No _____

Contact Information

Name of House of Worship _____

Address: _____

Spiritual leader: _____

Contact person: _____

Phone Number: _____ email: _____



Appendix D

Spiritual Inclusion Outcomes

Instructions: This form should be used to develop action plans for Plan A and B.

Name: _____

Date: _____

ISP Valued Outcome: _____

Desired Type of Involvement/Spiritual Expression

Exploration

Connecting

Maintaining

Changing or Deepening

Definitions:

Exploration: Some people may identify spirituality or attending a congregation as important or something they would like to consider, but they may not yet identify with a particular faith tradition or are just beginning to explore this dimension of their lives. Perhaps they have never been to a church before or have never been given the opportunities or supports to explore their spirituality. In these situations, a valued outcome may focus on exploring different areas of spirituality and faith.

Connecting: Some people may share that they would really like to do be part of a faith community, but they currently are not connected with a local church, mosque, synagogue, temple, or other place of worship. Perhaps they attended a congregation in the recent past or when they were younger; or, this may simply be a new interest for them. Making these connections may be the focus of helping someone to realize their valued outcome of being part of a congregational community.

Maintaining: Some people are currently involved in a congregation and they are satisfied with the ways in which they are participating and contributing. Receiving the supports and services needed to maintain this currently level of involvement may be listed as a valued outcome.

Changing or Deepening: At different times in their lives, people may decide they want to become more or less involved in their church, find a new congregational home, or even explore a new faith tradition. Finding a new congregation or becoming more meaningfully involved in a one’s congregation could be listed as a valued outcome.



***See Completed Spiritual Inclusion Guide for this portion**

Section I:

Level of Interest:
1. no mention at all
2. a passing mention (i.e. note family history or client profile)
3. involved on major religious holidays/celebrations
4. involved every week
5. involved 2-3 times a week
6. involved every day

Based upon the type of involvement/spiritual expression identified above, briefly describe suggested activities to implement this spiritual inclusion outcome and who is responsible for each:

Interest level (exploration, connecting, maintaining, changing or deepening):

Is: _____

Activity (s)	Responsible Person to implement



For Individuals who wish to connect, maintain or have a changing/deepening relationship with their faith traditions/practice, please complete following section (for long term planning)

Section II:

	<i>What involvement would he or she like? If none, indicate this.</i>	<i>What supports are needed to make this happen meaningfully?</i>	<i>How will these supports be provided? Who will take primary responsibility?</i>
Worship services			
Sunday/Sabbath school or other religious education programs			
Small groups or Bible studies			
Fellowship, recreational, and other social activities			
Opportunities to serve within the congregation			
Outreach, service, and ministry opportunities outside of the congregation			
Other activities:			



Appendix E

PREFERENCE DETERMINATE SCALING

	ENERGY LEVEL	BEHAVIOR	HOW ACTIVE	EMOTIONAL STATE
LOVES IT				
LIKES IT				
INDIFFERENT				
DISLIKES IT				
HATES IT				



Appendix F

Activity Schedule

***This form is to assist team to find alternative days an activity that the individual like they can participate without interfering with staff schedules**

Question: Based upon an individual's interest and values, what days do these activities occur?

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



Overcoming Barriers

When we consider faith community as part of the community activities we schedule weekly for individuals, it makes it easier to think about how we can overcome obstacles for this task as well.

1) What are alternate days these activities occur? _____

2) Can we combine more than 1 community activity in a day (i.e. Doctor's visit and a community activity)? _____

3) Have we reached out to agency supports (MSC, Hab. Specs, Residential//Unit Managers, Administration) for suggestions to support an individual's needs? _____

4) Who and how can we connect with natural supports for help? (i.e. can they go to house of worship with a family member?) _____

5) Who and how can we contact community resources for help? (i.e. making house of worship connections or enlisting help from OPWDD Senior Companion Programs, or community volunteer programs) _____



Appendix G

Faith Community inclusion Quarterly Report

Participant Name: _____

Residence Address: _____

Month of Report: _____

Beginning level of Interest (see spiritual Inclusion Outcome Form) _____

Has the level of Interest changed? Yes No

Has the level of participation changed? Yes No

If the level of interest has *increased* is the change system related (i.e. staffing, natural/generic supports, faith community involvement)? Yes No

Please explain: _____



If the level of interest has increased is the change related to individual choice or capacity?

(i.e. staffing, natural/generic supports, faith community involvement)? Yes No

Please explain: _____

If the level of interest has decreased is the change system related (i.e. staffing, transportation)

Yes No

Please explain: _____



If the level of interest has decreased is the change related to individual choice or capacity?
(i.e. non attendance, behavior, medical)?

Yes No

Please explain: _____

Is the individual happy with current level of faith community participation?

Yes No

What (if any) are plans to address system issues? _____

What (if any) are plans to address individual's issues? _____



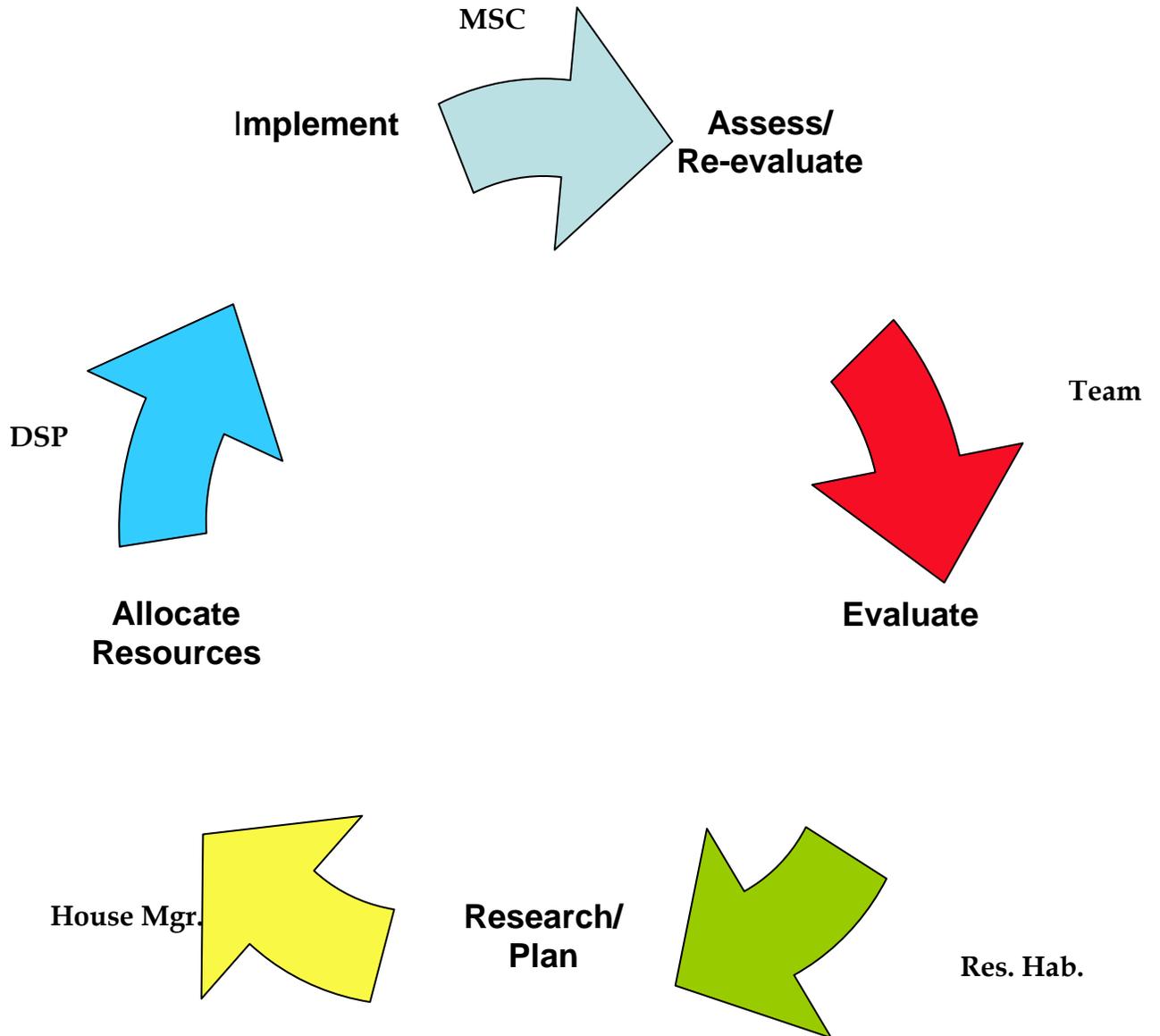
12 STEPS for FAITH COMMUNITY INCLUSION PLANNING

<u>Tool</u>	<u>Who</u>	<u>When</u>
Spiritual Indicator Guide	MSC/QMRP	1st step: Ascertain interests and areas for exploration.
Questionnaires for Family/Staff - Included in the Spiritual Indicator Guide	MSC/QMRP	2nd step: Gather additional information to ascertain interest and areas for exploration based in others who know the individual
Things You should Know <i>Appendix A</i>	All Team Planning Members	3rd step: View all aspects of individual characteristics from the different viewpoints
Spiritual Inclusion Outcome <i>Appendix D</i>	MSC/QMRP	4th step: Please fill out with the information gathered from Spiritual Indicator Guide and Questionnaires
Spiritual Inclusion Outcome	Team Members	5th step: Team will make recommendation for activities based upon information gathered by from all gathered information (i.e. Spiritual Indicator Guide, Things to Know, and Family/Staff Questionnaires.
Faith Information Fact/ Building Accessibility <i>Appendix B and C</i>	Residential Habilitation Specialist or project designated person	6th step: Based upon interests/exploration from spiritual inclusion form, a designated person will engage in community contact to meet individual's choice and capacity



Spiritual Inclusion Outcome	Residential Habilitation Specialist or project designated person	7th step: Designated person will complete
ISP (residences) CFA (ICF's)	MSC QMRP	8th step: MSC/QMRP will note their respective forms (appropriate places- ISP – community activities section- update client profile if necessary. CFA –Social, Recreation, or Independent Living Domain) that an addendum has been made to plan.
Activity Schedule <i>Appendix F</i>	House Manager	9th step: Allocate staff and resources to meet plan specifications based on plan received from person who wrote the plan (Team, Res. Hab. Spec., QMRP, etc.)
Preference Determinate Scale <i>Appendix E</i>	Direct Support Professional	10th step: Utilize form for each house of worship visited. Also use form for each activity individual participates on initial visit to activity to observe individual level of interest.
Individual Quarterly Progress Report <i>Appendix G</i>	House Manager	11th step: Chart progress of individual quarterly
ISP (residences) CFA (ICF's)	MSC QMRP	12th step: Note in the respective plans (ISP/CFA) date for next evaluation of faith community inclusion plan.

Faith Community Inclusion Process At a Glance





“We help People Live Richer Lives”