

Including Students with Sensory Disabilities

Christian Churches Disability Ministries

www.ccdmonline.org



Including Students with Sensory Disabilities

(Blind and Visually Impaired
and
Deaf and Hearing Impaired)

*We would like to thank
Henry and Elsa Ellis,
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Chip Green, and
Nancy Binder
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in developing this resource booklet.*

Christian Churches Disability Ministry (CCDM) wants to meet the needs of persons with disabilities and their families. One of the ways we seek to accomplish this is by providing booklets such as this for congregations and individuals to use. However, we ask that you contact us for permission to reproduce any portion of this publication.

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The worst handicap of all is not to be deaf, blind, emotionally disturbed, or confined to a wheelchair — nor even to have all of these handicaps at once. The worst handicap of all is to meet God on judgment day without Jesus as your Savior. That handicap cannot be overcome. It is eternally devastating.

Duane King, founder and director of Deaf Missions, Council Bluffs, IA
(Excerpt from *Reaching Out to Special People* by Jim Pierson and Robert Korth © 1989 Standard Publishing. Used by permission.)

Introduction

Between 22 and 28 million citizens of the United States have hearing loss, or 8-10 percent of the population. There are approximately 10 million people in the U.S. with vision impairment; a little more than half of them are over the age of 65. Of these 10 million, 1.3 million are legally blind. Because people with visual and hearing limitations need Jesus Christ as much as anyone, this packet was developed to help your congregation minister to them. In order to fulfill Jesus' command to "Go into all the world and preach the good news to all creation," we must be able to offer a welcoming and teaching environment to every person — regardless of his or her ability. Our prayer is that this publication will assist you in obeying Jesus' command.

Starting Your Ministry

The most important thing to know about people with hearing and/or sight loss is that they are people first—people with likes and dislikes, needs and abilities. They need the same things that everyone needs:

- Communication
- Friendship and love
- Attention, recognition
- A sense of belonging
- Encouragement
- Freedom to make choices
- Goals in life
- Moral and educational guidance
- A personal relationship with Jesus Christ



A Matter of Attitude

The way you and others in the church treat those with sensory disabilities will have an effect on their personality development and self-esteem. Encourage your typical students to get to know their new friends and include them in all of their activities. The experience will enrich them.

Students with sensory disabilities will feel the same range of emotions as any other student. Blindness or deafness does not automatically bring with it feelings of insecurity or sadness. These students may feel both gloomy and cheerful, fearful, and confident.

Nor will they be any more spiritual or musical, or gifted in any way beyond a person without disabilities, except as all of us have different gifts.

A Few Differences to Note

Having said this, it is only fair to point out the limitations that people with sensory disabilities deal with.

Most pre-lingual deaf people (people who became deaf before language was learned) have their own separate and distinct culture. This is because any culture, anywhere in the world, is largely based on language. It is always more pleasant and more comfortable for us to fellowship with and worship with people who speak our language. Deaf people have their own language, or may use many languages; American Sign Language, forms of sign language that are not ASL, or by combining some form of sign language with the language used around them (be that English, or French, or whatever.) Deaf persons may accurately be described as being multi-lingual, since they have to learn many languages in order to communicate.

There are no teaching materials printed in American Sign Language. Anything printed in English (a second language to the deaf) uses words and concepts unfamiliar to people who are deaf. For this reason, deaf students in the United States graduate from high school with an average of a fourth-grade reading level. This may seem poor, but when you realize that English is a hearing person's language, this accomplishment is remarkable.

As you might expect, most people with hearing losses resent being thought of as having mental retardation. There are just two areas where differences may be present:

- **Academics:** Because of the language deficiency, students with hearing impairments often have more trouble with reading more than with other

subject. They may also write in short, rudimentary phrases. Arithmetic skills may be below their age mates.

- **Social Skills:** While there are examples to the contrary, the social skills of many people with hearing impairments are less mature than those of their hearing peers. The lack of information from the auditory channel is the culprit.

Similarly, people who live with blindness have to overcome some limitations.

- The student may be behind educationally. It takes a long time to learn Braille.
- It takes him longer to learn tasks that others pick up casually by visual imitation. He needs someone to show him what he is expected to do. However, because he has trained himself to use his memory more than his sighted age mates, he may be on target with his abilities.
- He may lack understanding of certain concepts in cases where his other senses cannot replace vision. For example, knowledge of color, perception of distance, the height of a building, or the depth of a hole — with serious consequences!

So there are some very real barriers to overcome. Most people, however, respond well to human kindness. When you reflect the genuine love and acceptance of our Lord Jesus, people with sensory disabilities will learn to trust you and respond well to you.

Remember these few differences and many similarities as you begin your outreach. And remember that numbers are not important; people are. If necessary, begin your ministry with one person; others will follow as they hear of the opportunity in your congregation.

Begin by training a small portion of your core members. If ushers, greeters, and Sunday school teachers are accepting of persons with sensory disabilities, others in the congregation will follow their example.

Set reasonable goals. While long-term goals are important, it is vital to your ministry that you set small, attainable goals, so as not to discourage yourself or those who want to see this ministry grow.

Trust in God to provide for the needs of your ministry.

Preparing for Students who are Deaf or Hearing Impaired

It is not enough to hire an interpreter for the deaf. In fact, an interpreter will do no good if the hearts and attitudes of the congregation are not supportive of this ministry. Use the information in this booklet to prepare your congregation to accept persons who are deaf or hard of hearing.

To effectively serve a student with hearing loss, you need to know how much his or her hearing is impaired. Consider these terms:

Normal hearing means that the student can detect the full range of sounds at a soft conversation level.

Hearing impaired is used to describe any level of hearing loss from mild to severe. The student still depends on the auditory channel for learning and communication, but the hearing loss adversely affects his education.

Hard of hearing means that the student has a hearing loss but can use his hearing to understand speech—often with the use of a hearing aid. Even though the student has hearing loss, he still develops his language and speech skills through the auditory track.

Deaf means that the student cannot use hearing to understand speech. Even with amplification, the student depends on vision for learning and communicating.

Hearing loss is defined by degree of loss, age of loss, and type of loss.

Understanding how a student understands language and his ability to speak will be helpful to teachers.

Hearing is tested by frequency (hertz) and intensity (decibels). The intensity, or loudness, is measured in decibels, so named in honor of Alexander Graham Bell, and indicated by the symbol dB. The following list gives the generally accepted levels of hearing loss and how a student's communication skills are altered.



Slight hearing loss: 15 to 25 dB below normal.

This student will hear the vowel sounds without any problem, but may miss a few consonants. He will be able to keep up with a conversation. He may use a hearing aid and get speech therapy. His teacher will want to be sure he is seated for his best hearing potential.

Mild hearing loss: 26 to 55 dB below normal

Spoken speech will normally be heard but faint or soft speech will present problems. A hearing aid will help. This student misses a lot of what goes on in the classroom, especially if several students are talking at the same time. However, some of his classmates may not be aware that he has a hearing problem (which can compound the problems).

Moderate hearing loss: 56 to 70 dB below normal

Understanding normal speech will be hard. If the child is in a large group, he will miss a lot of what is being said. If the speaker is directly in front of the child, five or six feet away, he will likely get the message. Even with a teacher talking loudly, the student will have problems understanding. Following a conversation in the classroom will be almost impossible. This student will also display more speech problems. His voice will lack resonance.

Severe hearing loss: 71 to 90 dB below normal

This person will not be able to speak in a manner that strangers can understand. His hearing is very limited. He may be able to hear a shrill noise, like a burglar alarm or a loud noise like the slamming of a car door. If the speaker is talking loudly, close to the student's ear, he may hear the sound. He will hear voices only if the persons speaking are less than a foot away. He may hear some vowel sounds, but few consonants. He uses a hearing aid, but it is not very helpful. He communicates with signs and some speech, and by reading lips. He *really* looks at the person who is talking to him.

Profound hearing loss: 91 dB or more below normal

Most students with this level of hearing loss will communicate by signing, by lip reading, or by writing. A few are able to communicate through speech, but the speech of most cannot be understood by strangers. For these people to communicate in class, they will need an interpreter. American Sign Language is their primary language. Hearing aids help them to be aware of loud sounds.

Age of Loss

If a child is born without hearing, or loses it before he or she develops speech, the child is classified as having pre-linguistic deafness. If a child is

born with hearing and loses it due to accident or illness after language is developed, the child is classified as having post-linguistic deafness.

Type of Loss

A student in your classroom will likely have one of the following terms on an audiologist's report: conductive, sensor neural, mixed, or central auditory hearing loss.

- **Conductive hearing loss** is a temporary hearing loss due to wax buildup, ear infection, ruptured eardrum, etc. The area of concern is the outer or middle ear.
- **Sensor neural hearing loss** is usually permanent. It is caused by nerve damage, illness (meningitis, rubella, scarlet fever, etc.) premature birth, head trauma, genetics, and drug exposure. The area of concern is the inner ear.
- **Mixed hearing loss** means that conductive and sensor neural difficulties are present.
- **Central auditory hearing loss** means the student has problems understanding language even though the hearing tests show that the hearing levels are normal.

Tips for Teaching Hearing Impaired Students

- Speak normally. Talking louder really doesn't help.
- Be sure that the light is accenting your face, not glaring in the student's face.
- Face the student, especially when speaking to him.
- Be sure that you have his attention before addressing a question to him.
- Use a lot of gestures, however, make them meaningful; random movements of the hands will just confuse the student who uses sign language.
- Repeat important words. You may even want to write them on a board or overhead projector.
- Control extraneous noise as much as possible. Adding carpeting to the room will help.
- Use a lot of visual aids.

- A circle seating arrangement allows the child to see you and the rest of the class. Then he will be able to see anyone who is speaking. If he cannot see the speaker, repeat the other student's questions and comments to him.
- Learn enough signs from American Sign Language (ASL) to make the student feel that you want to communicate with him
- Teach the class members some ASL as well. Children especially will love it!
- Encourage the hearing impaired student to ask questions.
- Summarize the material.

What Should your Congregation Do and Not Do?

Do	Do Not
Learn sign language (even a little bit will be helpful)	Do not become discouraged if you have trouble learning sign language. Try to master a few simple phrases like, "Good morning," "How are you today?" "Can I help you with anything?" Don't be afraid to ask the person who is signing to slow down.
When communicating with a person who reads lips, speak slowly and clearly in a normal tone of voice.	Do not place your hands in front of your mouth when communicating with a person who reads lips. Do not turn away from them when talking.
Include the person who is deaf in the conversation when a hearing person joins in.	Do not turn away from the person who is deaf when talking. When a third person speaks, face him to alert the person who is deaf. If you are a particularly fast talker, you may need to slow down when talking to a person who is deaf. Otherwise, speak at your normal rate of speed.
Help the person who is deaf feel comfortable at social events. Introduce him to your hearing friends.	Do not talk down to an adult who is deaf. Do not refer to the persons who are deaf as "deaf and dumb" or "deaf-mute."
Hire a sign language interpreter for church services and Sunday school classes. Offer a sign language class for church members.	Do not stare.
Use visual stimulation in the church service.	If using screens to televise sermon points and Scripture, do not print the words over background photos; it makes the words illegible to those with poor eyesight.
Use extra bass in worship time. People who are deaf can feel the vibrations. Explain to the rest of the congregation why you are doing this.	Do not ignore the person who is deaf.
Involve people who are deaf in church life. They can pass out bulletins, and Communion, collect offering, read Scripture from their Braille Bibles, etc.	Do not allow children to tease or make fun of a child who is deaf.
If you do not know sign language, find some other way of communicating (pointing, writing, etc.)	
Encourage hearing children to include children who are deaf in activities of the church.	

Tips for Teaching Students who are Blind or Visually Impaired

The visually limited person should be seated where the room is best lighted. However, do not make this person look directly into the light, and avoid glare.

A dark green or black chalkboard with large sized chalk or broad strokes of regular sized chalk should be used for the most contrast. Keep the board clean at all times and write in large letters. A large tip black marker on a white board is also good, but avoid the boards that have a shiny, reflective surface.

Cover all shiny surfaces (such as glass cupboards) to cut down the glare in the classroom. Windows can also be covered with filter paper that lets in the light, but cuts out glare.

Watch your voice level when talking to the person with visual disabilities. Sighted persons tend to talk louder when communicating with a visually disabled person. They find this pretty amusing!

Use materials that have been adapted for learners with visual limitations such as Braille and large print books and recorded materials.

Know the size print your special student can read and prepare parts of the lesson for him to hold.

Enlarge workbook pages or other parts of the teaching visuals. When using art activities, keep in mind that all young children benefit from darkening the lines in coloring pictures, using cream colored paper instead of white to cut down glare, and avoid glossy paper. Be sure to reduce background clutter in pictures for the visually disabled.

Use contrasting colors as much as possible. Avoid using colored ink or colored paper; it messes up the contrast.

If the student uses Braille, find someone in your town who can put parts of the lesson into Braille.

When you use visual aids:

- Create them large and out of colors with the maximum contrast.
- Concentrate on one object at a time, and move from one scene to the next slowly so that the visually limited student has time to focus on the scene.

- When using videos or over-heads, do “spot checks.” (Ask students to point out certain objects.) By doing this you will learn:
 - the effectiveness of material
 - the attention of students
 - their listening skills
 - their vocabulary skills

Mobility Enhancing Techniques

A sighted person can help the person with visual disabilities in unfamiliar territory. The guide should allow the person with visual disabilities to take his arm and walk a half step behind him. When the guide moves his arm from next to his body to a little behind his body, the person with visual disabilities will know to step behind the guide to walk in narrow hall or through a doorway.

The person with visual disabilities may brush his fingertips along the wall a few inches in front of his body to move around an unfamiliar area. This technique is called wall-trailing.

Using sound waves bouncing off objects in the person’s path is called “facial vision.” The person with visual disabilities may also cross himself with his arms to keep from running into objects.

Most blind people have some level of light or object perception, and field defects (not seeing on a certain side, seeing only peripherally, or having blind spots). You will want to know how your student uses his remaining sight. If your student is a teen or adult, ask him directly. If your student is a young child, ask his parents

- Does his sight help him avoid obstacles when moving around?
- Does his sight assist him in locating dropped objects?
- Does his use of vision change with lighting, fatigue, or emotional state?

The sighted person can describe the room by using the face of a clock. One example is to say, “The table is at 1:00; the bookcase is at 3:00.”

The visually disabled student may appreciate having a buddy to help him get around and to help explain aspects of the environment.

Create a safer environment

- Leave room doors and cupboard doors fully opened or fully closed, and keep drawers closed so that visually impaired students don't run into them.
- Let the student visit the church building when no one else is there so that he can learn (from your guided tour) where the furniture in the classroom is, where the water fountain is, where the rest rooms are, etc.
- If you rearrange the classroom, describe the location of things again.
- Be sure there is enough room for the student's things; Braille materials take up a lot of room. To let the student know he is welcome and appreciated, create a place for him to store his items.

Definitions Related to Visual Loss

American Sign Language (ASL)	A distinct language used by deaf people. In its pure form, it is not English at all. The roots of ASL are French. Therefore, English is a second language to deaf people.
Astigmatism	Distorted or blurred vision. Many people who wear corrective lenses have corrections for mild astigmatism.
Amblyopia (dimness of sight without apparent organic defect)	Known as "lazy eye." A person might wear a patch over his stronger eye, to force the other to work more. The vision in the weaker eye is from the lack of use, not disease.
Auditory Aids	Resources for teaching persons with visual limitations include: <ul style="list-style-type: none"> • cassette tape recordings, records, radio • books on tape (available at most public libraries and from the Library of Congress) • television and video tapes (a source of visual stimulation)
Braille	The standard method that the blind use to read and write. It is a series of six raised dots that they feel with their fingertips.
Canes	Used by persons with visual disabilities to feel their surroundings. A person using a white cane always has the right of way.
Functionally Blind	The person uses Braille for reading and writing. He depends on his limited vision to walk and sorts through objects by color.
Guide Dogs	Dogs trained to assist blind people. When these dogs are working, they should not be petted or distracted.
Hyperopia	Farsightedness; able to see things at a distance
Large Print Text	Used to reduce eye strain and fatigue while reading

Legally Blind	With whatever form of correction the person uses, he still has a visual acuity of 20/200 or less in his best eye.
Light Perception	A person with light perception is able to see light and dark, and possibly shadows, but does not have clear vision.
Low vision	People who can read large print or regular print by using magnifiers are said to have low vision. They may still be able to employ their vision in learning.
Magnifiers	May be illuminated, hand-held, table models, or worn as glasses to maximize vision
Myopia	Nearsightedness; able to see things close up
Nystagmus	Rapid, back and forth, involuntary movement of the eyes
Photophobia	Sensitivity to light
P2RD (Portable Print Reading Device)	This hand-held camera pointed at a printed page translates the text into synthetic speech. It can also convert the text into Braille.
Portable Easel	Can be used to minimize the distance between a student and the work

Teaching Tips for All Students with Sensory Disabilities

Make sure that these students have an unobstructed view of the teacher and of the visuals. Those with some sight and those who are hearing impaired will probably read lips.

Singing helps to express many different emotions. When your class is involved in an action song, step behind the young child with visual disabilities and help him by moving his arms and legs in the same actions the other kids are doing.

Engage the senses!

The more of the five senses a teacher can use, the more her students will learn and remember. When teaching students whose senses are limited to four, or three, it becomes even more important to engage the remaining senses. Use textured objects to illustrate a lesson, and let (all) the students hold these objects in their hands. For example, pass out squares of rough upholstery to simulate the camel's hair hide of John the Baptist's clothing. Pass around a bow, and let the students see how much strength it takes to draw back the bowstring. (With someone to supervise, you can also let them handle arrows.) Open a can of sardines, or bring in some semi-fresh fish for some of the many Bible stories set on a seashore. Turn on some large fans to create a stormy environment. Put a dot of perfume on cotton balls when teaching about Mary's expensive gift, or bring in spices to illustrate how the women were prepared to embalm the body of Jesus.

One teacher brought in flatbread and a whole, dried trout to illustrate the story of the loaves and fishes. The fish was unusual in sight, smell, touch, and taste, and it left a lasting impression on the young students who ate every bite of it!

Stop and ask yourself before every lesson: "What smell, taste, or feel can I use to illustrate this story?" "What small object can each student take home to trigger their memories of this lesson?" Use objects instead of pictures whenever possible. Whether you use scratchy acorn shells, fine sand, rose petals (two senses!), something slimy or sticky, and something that stinks — engage their senses!

Involve the Muscles!

Children with sensory disabilities need as much exercise as any other child. Plan some recreational activities in which they can be involved. Some of these activities can include:

Beep Ball – The Beep Ball was designed in 1973 by Lucent Technologies so that persons with visual impairments could play the game of baseball. It is available through the Denver Beep Ball Group, c/o Roy Trujillo, 2020 West Pine Ridge Avenue, Littleton, CO 80120; (303) 798-6597; e-mail beep-ball@earthlink.net. It is also available from the National Beep Baseball Association at www.nbba.org.

Ring Run – A child with visual disabilities can run along a horizontally stretched rope with a hoop around it. When the child holds onto the hoop, he or she will be guided by the rope. Consider using this technique in a baseball game (have a new hoop hanging on the other side of each post), or in races.

Students with sensory disabilities can play on standard playground equipment. They can also participate in field trips if they have a buddy to guide them or interpret for them, and they can play games that have been modified to accommodate their disability. Think about each game you want to introduce to your students and figure out how it can be adapted to include the child who has a visual or hearing disability. For example, if you use a whistle to start races or timed activities, let the whistler drop a flag at the same time. In a game where children move or stop according to the music, let the person controlling the music also wave a flag, or have a buddy who touches the person who is deaf when the music stops or starts. Children who are deaf can play quiz games if they have a good interpreter.

Prepare the sighted and hearing children in your classroom for the introduction of a child with sensory disabilities into the class. Talk about how everyone is different, and how much we have in common. Ignorance about disability is often the reason people hesitate to become involved with someone who has a disability. Educate your students in a lesson or two. Use the etiquette list on page 21. Use the encounters that Jesus had with people with disabilities to illustrate how we should interact with them.

Sensory Disabilities from the Family's Perspective

Whatever the cause of the sensory disability, families will deal with a myriad of emotions throughout the life of their child, or as they deal with the loss of sensory capacity in an older loved one. These emotions may run the gamut from shock, denial, anxiety, and panic, to anger, depression, shame, guilt, and isolation, to bargaining with God, hope, and acceptance. The poem on the following page expresses some of the family's emotions.

God's people can help by being supportive, loving, accepting, and nurturing. Families need, above anything else, to find peace. The church can lead them to the peace offered by God. Families need to feel loved and accepted by their congregations. They need people who will be there to listen when they are frustrated, angry, and tired, and they need to understand that it is OK to have these feelings. Many parents feel like they are the only ones dealing with this particular disability and its related problems. The church can help by being there for the family and letting them know they are not alone. Help also by connecting them with the agencies and people who can supply the answers they need. (See the resource list at the end of this booklet.)



In return, the family dealing with disability will have a lot to teach the rest of the congregation. They will be able to talk firsthand about finding strength in their faith, about the hope that they have in God, about patience, learning to accept help from others, and the joy that they experience in continuing to share life with their loved one. One way the church can empower families dealing with disability is by allowing them to teach you!

*The potential has always been within us,
but we were not aware of it,
and no one has prepared us for it.
We love this child of God
but he is not like others we have known and loved.
He cannot understand our sounds
we cannot understand his signs.
We seem to live in different worlds
though we live in the same home, in the same church,
in the same community.
We are both frustrated and afraid.
We don't know what to do
and no one seems to know how to help us.
Some "experts" advise us
to start a separate church
With others of their "own kind."
But that would separate deaf people
from hearing families and friends.
How would we ever learn to understand
and come to know each other?
Maybe we need to enter their world of silence
and learn together about each other's worlds
before we can expect God's deaf children
to enter our hearing world.
Then perhaps we can help each other grow,
in ways neither of us can grow alone.*

—Elsa T. Ellis

Sensory Disability Etiquette

- A sighted person should always ask permission to help a person with visual disabilities. If he says yes, offer your elbow for assistance.
- When coming into a new environment, explain the setup of the room and who is present in the immediate area.
- Always seat the person where he or she wants to be seated.
- Never leave a person with visual disabilities standing in an open area.
- Never talk to or touch a guide dog while it is working.
- When assisting a blind person, explain all movement that occurs in the room and describe all visual aids used in teaching.
- Make sure to inform person with visual disabilities when someone enters or leaves the area. (Don't leave him in the awkward position of talking to someone who is no longer there.)
- When addressing a blind person, first call him by name so that he knows you are talking to him. When addressing a deaf person, first touch him on the arm or shoulder to get his attention.
- When assisting a deaf person, interpret the sounds and conversations that occur. (Imagine how you'd feel if you saw that everyone in the room was laughing, but you didn't know why.)
- If the student has an interpreter, talk to the student and not to the interpreter (or parent or caregiver). Direct the conversation to the student. The interpreter will translate. (Although this person is "on duty" and is used to being in the background, this is a terrific opportunity to share the love of Christ with someone who may or may not go to church on his own!)
- Avoid "babying" the person with disabilities. Teach young children how to be helpful without doing everything for their friend who has disabilities. Help the person with disabilities take responsibility for his or her own life.

- Remember that physical contact is important when communicating warmth, caring, and acceptance. Use appropriate forms of touch, respecting the person's personal preferences.

Resources for Those with Visual Impairments

American Foundation for the Blind

11 Penn Plaza, Suite 300

New York, NY 10001

800 AFB-LINE (800-232-5463)

www.afb.org E-mail: afbinfo@afb.net

Offers recreational and adaptive aids, films, pamphlets, and publications.

American Printing House for the Blind

PO Box 6085

Louisville, KY 40206-0085

800-223-1839

www.aph.org E-mail: info@aph.org

Produces Braille and tactile teaching aids. Maintains a catalog of media.

American Bible Society

1865 Broadway

New York, NY 10023

800-32BIBLE www.americanbible.org

E-mail: CustomerService@bibles.com

Offers Bibles in audio, video, large print, and in Braille.

Bible Alliance

PO Box 621

Bradenton, FL 34206

941/748-3031

www.careministries.org

Distributes free Bibles and Bible study materials on cassette tape to blind persons. Material available in several languages.

Braille Circulating Library

2700 Stuart Avenue

Richmond, VA 23220

804/359-3743

<http://www.bclministries.org/>

A circulating library of religious materials in Braille, large print, and on cassette. Includes special resources for children and youth.

Christian Record Services, Inc./National Camps for Blind Children

4444 South 52nd Street

Lincoln, NE 68516

402/488-0981, 866-488-0981

www.christianrecord.org

Provides free Christian publications and programs for persons with visual impairments.

CARE Ministries, Inc.

PO Box 1830
Starkville, MS 39760-1830
1-800-336-2232

www.careministries.org

Counseling, referrals, and huge list of resources related to Christian education for visually impaired persons.

Christian Churches Disability Ministry

www.ccdmonline.org

Please check our website for teacher training materials and our signing DVD, *Communicating with Students Who Sign*.

Christian Education for the Blind

PO Box 6399
Fort Worth, TX 76115
817/923-0603

<http://www.careministries.org>

Provides Braille Bibles and church-related literature on cassette, including Sunday school lessons, daily devotions, sermons, and offers a lending library of books by catalog.

Clearer Vision Ministries

PO Box 2085
Sanford, FL 32772-2085
407/330-2085

www.clearervisionministries.org

Provides recorded Christian materials and magazines for use by vision-impaired persons, especially Bible college students. Also provides technical assistance to local churches seeking to minister to/with print-impaired persons.

National Association of Parents of the Visually Impaired (NAPUI)

PO Box 317
Watertown, MA 02471
800/562-6265

<http://www.spedex.com/napvi/>

Gives emotional support, initiates outreach programs, and provides networking contacts, advocates for educational needs and welfare of children who are blind or visually impaired.

Visual Bible International

1234 Bay Street, Suite 300
Toronto, ON, Canada M5R 3K4
416-921-9950

<http://www.visualbible.com>

Produces film adaptations, on a word-for-word basis, from popular versions of the Bible. (Those who are blind will enjoy listening to these films.)

Resources for the Deaf and Hard of Hearing**Deaf Institute**

3515 Warsaw Avenue
Cincinnati, OH 45205
513/471-2990 (voice)
513-471-2996 (TTY)

www.deafinstitute.org

Informing people about deafness, teaching sign language, developing interpreters, encouraging people (deaf and hearing) to train in Bible colleges for specialized ministries with the deaf, establish and encourage deaf ministries in the church of Christ/Christian churches, serving the deaf community.

Listen Up

www.listen-up.org/

Huge list of resources for parents, teachers, speech pathologists, kids, etc.

Deaf Missions

21199 Greenview Road
Council Bluffs, IA 51503
712/322-5493

www.deafmissions.org

To contact: DeafMissioins@deafmissions.com

Huge web site includes visuals, printed material, video catalog, Bible features, a fun page for kids, VBS programs, Bible correspondence courses, and much more.

Deaf Missions sponsors one-day Deaf Day Camp and one-week Bible for the deaf each summer.

