

Dear Prospective Shine Volunteer:

Welcome to the Special Needs Ministry at Highland Baptist Church! We are excited you have taken the first step in becoming a Shine volunteer during one of our weekly programs. It is our hope that you truly feel called to serve our friends with special needs by building relationships with them.

Our goal is to train you so that you can provide a safe environment to communicate God's love and grace to them and help them use the gifts God has given them to minister to our church and the world. We also want to provide support and encouragement for families by allowing them to be refreshed by attending a Gathering, ABF, serve, etc.

Through the training process, you will learn about our visions and values. Our goal is to equip you to be a Shine volunteer by helping you understand our expectations for you and our ministries' philosophies.

We have established this handbook, including our policies and procedures, to protect not only our friends with special needs but also you, our volunteer. These policies will be strictly enforced. It is, therefore, imperative that you know and observe the guidelines outlined in this handbook.

We consider it a privilege to serve alongside you. As we continue to work on new ways to equip you as you serve in our Shine ministry, please feel free to contact us with any input or questions you may have that will help us better assist and support you. We are excited to meet you and see how God is going to use your passion and gifts for these amazing children to change the landscape of eternity.

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Statement of Faith

We believe that there is one true, holy God, eternally existing in three persons - Father, Son, and Holy Spirit - each of whom possesses equally all the attributes of deity and the characteristics of personality. In the beginning God created the world out of nothing and all the things therein, thus manifesting the glory of His power, wisdom, and goodness. (Gen. 1:1; John 1:3) By His sovereign power He continues to sustain His creation. By His providence, He is operating throughout history to fulfill His redemptive purposes. (Romans 8:28; Ezek 12:25; 2 Chron 16:9; Heb 13:8)

We believe Jesus Christ is the eternal second Person of the Trinity who was united forever with a true human nature (John 1:14) by a miraculous conception and virgin birth. (Isaiah 7:14; Matt 1:23; Luke 1:34-35) He lived a life perfect to obedience (Heb 4:15) to the Father and voluntarily atoned for the sins of all (Luke 22:42) by dying on the cross (Heb 12:2; Col 1:20) as their substitute, thus satisfying divine justice and accomplishing salvation for all who trust in Him alone. He rose from the dead in the same body, though glorified, (Luke 24:7, 46; Acts 10:40; 1 Cor 15:4) in which He lived and died. He ascended into heaven, (Acts 1:11) and sat down at the right hand of the Father, (Luke 22:69; Eph 1:20; Col 3:1) where He, the only Mediator between God and man, continually makes intercession for His own. (Heb 7:25) He shall come again to earth, (John 14:3) personally and visibly, to consummate history and the eternal plan of God.

We believe that the essential accompaniment of a genuine saving relationship with Jesus Christ is a life of holiness (1 Peter 1:16) and obedience, (John 14:15) attained by believers as they submit to the Holy Spirit, the third person of the Trinity. He was sent into the world by the Father and the Son to apply to mankind the saving work of Christ. (John 15:26, 16:13) He enlightens the minds of sinners, awakens in them recognition of their need for a Savior and regenerates them. At the point of Salvation, He permanently indwells every believer (Eph 4:30) with gifts for the upbuilding and edification (including those found in Romans 12, 1 Corinthians 12, and 1 Peter 4) of the body. All of the original gifts remain available to the church today and should be exercised in accordance with biblical guidelines. The Holy Spirit guides believers in understanding and applying the Scripture. His power and control are appropriated by faith, making it possible for the believer to lead a life of Christ-like character to bear fruit to the glory of the Father.

We believe that death seals the eternal destiny of each person. (Heb 9:27) For all mankind, there will be a resurrection of the body into the spiritual world, and a judgment that will determine the fate of each individual. Unbelievers will be separated from God into

condemnation. (Matt 8:12, 13:14; Luke 13:28) God's judgment will reveal His justice in consigning them to perpetuate in eternal retribution their own rejection of God. Believers will be received into eternal communion with God and will be rewarded for works done in this life. (2 Cor 5:10)

We believe that the corollary of union with Jesus Christ is that all believers become members of His body, the church. There is one true church universal, comprised of all those who acknowledge Jesus Christ as Savior and Lord. The Scripture commands believers to gather together to devote themselves to worship, prayer, teaching of the Word (Acts 2:42), observance of baptism and communion as the ordinances established by Jesus Christ, fellowship, service to the body through the development and use of talents and gifts, and outreach to the world. (Matt 28:19-20) Wherever God's people meet regularly in obedience to this command, there is the local expression of the church. Under the watchful care of the elders and other supportive leadership, its members are to work together in love and unity, intent on the one ultimate purpose of glorifying Christ. (Phil 2:1-11)

Shine Ministry Values and Philosophies

About:

Shine, the Special Needs Ministry at Highland Baptist Church, is dedicated to supporting individuals in embracing their unique role within the Body of Christ through our Gather, Grow, and GO mindset. Ephesians 2:10 underlines our belief that every individual is uniquely crafted and empowered by God for the purpose of revealing the glorious nature of Jesus.

Our Mission:

We are dedicated to supporting students and families with special needs, fostering their spiritual growth, and strengthening their relationship with God, allowing His work to manifest through them.

Our mission comes from Matthew 5:14-16

“You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

This mission is guided by four core values:

1. Cultivate a safe and nurturing environment where individuals with special needs can thrive in their faith journey, deepening their understanding of the Gospel.
2. Embody the qualities of Jesus through our words and actions, forming meaningful relationships with each individual.
3. Share Jesus and His Word through engaging weekly lessons and activities during our Sunday morning and Wednesday night programs.
4. Empower individuals to actively contribute to the Body of Christ by investing their God-orchestrated gifts to support the church in its mission to Gather, Grow, and Go.

Our heartfelt prayer is that through these efforts, individuals will experience growth in their faith, allowing them to shine their light by reflecting Jesus and sharing the Gospel with others.

Shine Volunteer Requirements

- Must be a covenant member of Highland Baptist Church
- Must have a personal relationship with Jesus Christ
- Must have a lifestyle that reflects integrity and conforms to the Word of God
- Must attend one Gathering per week in addition to serving in ministry
- Must submit an application, shadow before serving, and complete a background check every year.

Shine Volunteer Application Process

Application & Paperwork

All potential Shine volunteers must complete and submit an application. This will cover your legal name and email for background check purposes, interest in serving, testimony, and references.

Interview

All applicants will be interviewed by the Kids Associate Minister for Shine or the Kids Minister to discuss placement in our special needs ministry after all of the steps have been completed.

Background Check

All potential and current Shine volunteers must submit to a background check every year looking for possible criminal history and/or registered sex offender information.

Individuals who have been arrested for, charged with, are on deferred adjudication or regular probation for, or have been convicted of sexually oriented or sex related crimes, whether misdemeanor or felony, cannot serve in any area of our Kids Ministries.

Shadowing

All potential Shine volunteers will complete their application process with an opportunity to shadow the program you are wanting to serve in. Following this, the Kids Associate Minister for Shine will talk about scheduling and further expectations.

Shine Ministry Training

All potential and current Shine volunteers must complete training provided by the Kids Associate Minister for Shine. This may include refresher training at the start of semesters, behavior training, etc.

Policy and Procedures

Before any Shine volunteer can begin volunteering, they must submit the signed and acknowledgement form in the back of this manual.

Shine Volunteer Expectations

Our Expectations of You:

A commitment to Jesus Christ that is reflected in a lifestyle that displays the following but not limited to:

- Abstaining from: viewing pornography, having sex outside of marriage, an extra-marital relationship, or a same-sex/alternative lifestyle or relationship.
- Highland's Shine volunteers must treat children, youth, and adults of all races, religions, and cultures, with respect and consideration.
- Highland's Shine volunteers shall not use or tolerate profanity in the presence of children and youths.
- Highland's Shine volunteers must be free of physical and psychological conditions that might adversely affect a child's, youth's, or adult's health, including, but not limited to, contagious diseases.
- Highland's Shine volunteers will portray a positive role model for youths and children by maintaining an attitude of respect, loyalty, patience, courtesy, and maturity.
- Highland's Shine volunteers will be expected to act and react with Christian love and understanding in all situations.
- Highland's Shine volunteers will do everything in their power to avoid being put in a situation where they are alone with a child or youth other than their own.
- Texas state law requires that all citizens report any suspected abuse or neglect of a child or a youth to age 18.
- Highland's Shine volunteers shall not abuse children, youths, or adults including the following behavior:
 - Any direct observations or evidence of sexual misconduct in the presence of or in association with a child, youth, or adult;
 - Any display or demonstration of sexual activity, abuse, insinuation of abuse, or evidence of abusive conduct towards a child or youth;

- Sexual advances or sexual activity of any kind between any person and a child or youth;
- Infliction of physically abusive behavior or bodily injury to a child, youth, or adult;
- Physical neglect of a child or youth, including failure to provide adequate supervision in relation to the activities of Highland Baptist Church;
- Mental or emotional injury to a child, youth, or adult;
- The presence or possession of obscene or pornographic materials at any function of Highland Baptist Church;
- The presence, possession, or being under the influence of any illegal drugs;
- Or the consumption of or being under the influence of alcohol while leading or participating in a function at Highland Baptist Church.

A commitment to Shine Ministry exemplified through a minimum of a 1 year commitment and consistent attendance at weekly services. Consistent involvement in the various Kids' ministries' policies are also expected.

A commitment to being a contributing member of a dynamic team exemplified through encouraging and praying for other members of your ministry team.

A commitment to excellence exemplified by being in meetings on time, prepared for service and letting Shine Coordinator know when you will be absent.

A commitment to spiritual growth exemplified by attending at least one service per week.

A commitment to being a role model of appropriate conduct and appearance exemplified through behaving and dressing modestly.

- **Please do not wear the following:**
 - Clothing that shows cleavage, tube-tops, spaghetti straps, halter tops or crop tops or sheer clothing for women.
 - Dresses and skirts that are several inches above the knee or shorts that are shorter than mid-thigh
 - Extremely tight or form fitting clothing
 - Clothing with derogatory language or scary images
 - Additionally, all tattoos portraying nudity, sexually suggestive images, vulgar language and/or scary images must be covered.
 - Saggy pants or shorts

Our Commitments to You:

- To seek out individuals who are committed to serving Christ by ministering to Children.
- To provide adequate facilities, materials, lesson plans, and curriculum and to keep them in good order.
- To educate every leader on our ministries' philosophy and expectations and to encourage them to grow as leaders.
- To support each leader in prayer and by providing adequate supervision and assistance.

Shine Volunteer Termination Policy

A Shine volunteer may be asked to step down from serving in the special needs ministry at Highland for any of the following reasons:

1. Conducting himself or herself in a manner that does not promote the interest of Highland's Shine Ministry or HBC as a whole.
2. Conducting himself or herself in a manner that does not comply with the policies established by the Shine Ministry Leadership and/or does not express Christ-like behavior and character defined by Biblical principles.

Examples of adverse behavior include, but are not limited to:

- Lack of integrity
- Actions that cause conflict and division
- Not working in harmony with others
- Violation of Statement of Faith
- Lack of commitment and faithfulness to the ministry
- Misrepresentation of ministry goals and objectives
- Failure to follow procedures and policies

Shine Ministry Safety and Security

General Safety Requirements

One of the main goals of our Shine ministry is to provide a safe and secure environment for children. In an effort to accomplish this, we have set several security measures for our children and their families. For the safety of all, the following will be strictly enforced:

1. Adults serving in the Shine Ministry are required to wear an identification badge or ministry shirt at ALL times. Tags worn should be clipped on or on a break away chain. You may not serve in any classroom without a name tag or ministry shirt.
2. Shine Volunteers may never be alone with a child in a room with the door shut or without a window in the door.
3. Visitors are not permitted to wander in or around the WIN/Kids Connection/Preschool/Kids rooms during meeting times. Anyone wandering around the WIN/Kids Connection/Preschool/Kids Ministry rooms should be immediately reported to any HBC Security Team or Ministry Staff.
4. Children 5th grade and younger and all children and individuals in Shine are not allowed to wander around campus without an adult. Once they are checked into a classroom, they may only leave with an adult.
5. If you see a child who is out of class without an adult, please stop them and kindly ask them which class they belong to and assist them in returning to the appropriate room.
6. The following rules apply to parents wishing to enter a classroom for the purpose of acclimating a child:
 - Only one parent at a time.
 - There must be an adult volunteer in the room with the parent at all times,
 - The parent may only stay for 10 minutes.
 - After 10 minutes, kindly ask the parent to step out of the room. If a parent would like to stay for the remainder of the service, they must obtain a “visitor” lanyard from the Shine Ministry Coordinator.

Shine Ministry Volunteer Personal Safety Rules

Working with individuals with special needs can be extremely rewarding, but can also be a very intense experience. With proper techniques and interventions, as well as

behavior management strategies, aggressive behaviors from students can be minimized, but they may still occur. Here are some tips, **NOT REQUIREMENTS**, to help you avoid injury when faced with aggressive behaviors.

1. Dress for Success

- Wear clothing that does not have strings or other items hanging off them.
- Do not wear excessively baggy clothing to avoid it being pulled or grabbed.
- Do not wear big necklaces or ties. If you choose to wear one of these, tuck them in to prevent them from being grabbed.
- Avoid wearing dangling or hoop earrings, big rings.
- Tie back long hair, although be aware that a ponytail may be grabbed as well.
- Wear comfortable, sturdy, stable, closed-toe shoes with non-slip soles so that toes are protected if stepped on. There will be less likelihood of tripping if you need to pursue a child.

2. Stand and Deliver

- Be aware of your stance at all times, including when sitting. Make sure that when you are standing, your feet are spread apart slightly for stability and that your knees are not locked.
- Do not sit on the edge of chairs or lean the chairs forward or back. Make sure all four legs of the chair are firmly on the ground and that you sit squarely in the middle of the chair.
- Be aware of your body position relative to an individual with special needs. Try not to stand toe-to-toe or eye-to-eye with the child. If possible, stand one leg length away and at an angle off to the side so as not to encroach on their personal space, particularly when they are acting out.

3. Safety is in Your Hands

Shine volunteers will find that they sometimes get colds when they have been volunteering. This is due to the fact that they are working with children. Practice good personal hygiene and respiratory etiquette to help prevent the spread of germs.

- Wash your hands frequently and thoroughly.
- Cover your nose and mouth with the crook of your elbow when sneezing and coughing
- Encourage the individuals you are working with to do this as well.

Check - In

1. The student will be checked into the Planning Center at one of the check-in stations on the 2nd or 3rd floor of the Education Building.
2. Two tags will be printed when the child is checked in. Child's tag is placed on the child's back and the other will be used as a claim check **REQUIRED** for pick-up. Sensory disclaimer: some students do not like the sticker on their back or clothes, use discretion with each student.
3. Parents are asked to give their child's belongings to the Shine Volunteer.
4. Parents must have the claim check when picking up their child.
5. Parents will receive a text message during the Gathering if their child becomes ill, injured, or is having a "melt down" that we are unable to help them calm down.
6. Text messages sent to parents will be sent by the Shine Coordinator after talking with and explaining the situation.
7. If there is a **Security Alert** or **Medical Alert/Food Allergy** it will be noted on the check-in tag placed on the child's back.
8. If a parent is dropping off and *Epi-Pen* for their child, send them to the Kids Minister to fill out an *Epi-Pen* release form. Write EP in the bottom corner of the child's name tag.

Check - Out

1. Only a parent or adult with a claim check may pick up the child.
2. A child **CANNOT** be released without a claim check.
3. Should the claim check become lost, alert the Shine Coordinator and give them the name of the child.
4. The Shine Coordinator will verify the parents' names, whether or not there is a Security Alert, and the Shine Coordinator will come to check the parent's photo ID.
5. If a child has a Security Alert, they may only be picked up by the same person who dropped them off, with a claim check.

Restroom Safety

Please Note: Adult restrooms are located on the hallway opposite the Kids classrooms.

Preschool

- Children in Shine should receive assistance as necessary.
- Male Shine Volunteers may not help children in the restroom.
- The Kids Associate Minister for Shine or other appropriate staff will assist in toileting as necessary with the assistance of another female volunteer or staff.
- Female Shine Volunteers must prop the restroom door open if they need to enter to help a child.
- No adult may be alone with a child.
- Step outside the restroom area while the child uses the toilet.
- Once the child is finished using the toilet, remain clearly visible to other volunteers as you assist the child in Shine to clean up and replace their clothing.
- **If a child has an accident during service, alert the Kids Associate Minister for Shine to come assist and change the child.**

Elementary

- Children in Shine should receive assistance as necessary.
- Male Shine Volunteers may not help children in the restroom.
- The Kids Associate Minister for Shine or other appropriate staff will assist in toileting as necessary with the assistance of another female volunteer or staff.
- Female Shine Volunteers must prop the restroom door open if they need to enter to help a child.
- No adult may be alone with a child.
- Step outside the restroom area while the child uses the toilet.
- Once the child is finished using the toilet, remain clearly visible to other volunteers as you assist the child in Shine to clean up and replace their clothing.
- **If a child has an accident during service, alert the Kids Associate Minister for Shine to come assist and change the child.**

Physical Contact

Hug/High-Five/Hold

Not only is safety and security our number one value for our children, but it is for our volunteers as well. Our Shine Ministry has implemented the following guidelines regarding physical touch between leaders and children to promote a positive and nurturing environment while still protecting children and leaders.

As a general rule, physical touch should not be applied in any way beyond what is appropriate for a typically developing child. Here are a few guidelines to ensure safety for our children and leaders while providing ways for our leaders to show affection to our children without compromising their integrity. Every leader must carefully and fully adhere to the following policies:

Hug/Hold: Hugging a child with special needs is a natural response when a child seeks affection.

- Side hugs are most appropriate. Instead of a body to body front hug, a side hug will not be misunderstood and be just as effective.
- Some children benefit from deep pressure and hugs to meet their unique sensory needs. In these instances, volunteers would receive specific training for this and parental approval will be obtained before clearance is given for a volunteer's use.

High-Five: High-fives are a great way to show encouragement to a child and fellow leader.

- It is a great expression to say, "Way to Go!"
- Children as young as 12 months can learn how to high five.

Hold: There is a difference between picking up and holding an infant under the age of two years and holding an older child. Infants need more attention.

- Lap sitting for children over 18 months old is not allowed. If a child needs to be held to help with their unique needs, then parental approval will be obtained before clearance is given for Shine Volunteer use.

As always, if you have specific questions, ask the Shine Coordinator.

Touch and Territory

Touch	
Appropriate	Not Appropriate
<ul style="list-style-type: none"> ● Handshake ● Short congratulatory hugs ● Quick arm around the shoulder greeting ● High-Five 	<ul style="list-style-type: none"> ● Piggyback rides ● Backrubs, tickling, massages, etc. ● Touching of private parts or any area above the knee ● Touching a child in anger, disgust, or frustration ● Frontal hugs with the opposite sex ● Sexual embraces ● Kissing (regardless of age or intent) ● Intimate wrestling or tickling ● Sustained touch
Territory	
Appropriate	Not Appropriate
<ul style="list-style-type: none"> ● Public one-on-one interaction ● Group or public environments 	<ul style="list-style-type: none"> ● Private one-on-one interaction ● Being anywhere alone with a child without a clear view from others

Suspected Child Abuse

Reporting Suspicious or Inappropriate Behaviors:

Highland Baptist Church has **ZERO TOLERANCE** policy for abuse in ministry programs and ministry activities. It is the responsibility of every Staff Member and Ministry Leader at HBC to act in the best interest of all children in the program.

Because HBC is committed to providing a safe and secure environment for children and their families, any report of inappropriate behavior or suspicions of abuse will be taken seriously.

Any person serving as a Shine Volunteer in Kids Collective or Kids Foundation accused of committing a prohibited act or any act considered by the church to be harmful to a child will be immediately suspended from participation in the Ministry Program they are volunteering in.

Reporting Suspicions of Abuse:

If a child should divulge alarming information or show physical signs of abuse, you should:

- Contact the Kids Associate Minister for Shine immediately, but not in front of the child or anyone else.
- Do not further question the child unless directed by the Ministry Director.
- NEVER, NEVER, lift or remove clothing, make the child a spectacle, or question the parents.
- The Kids Associate Minister for Shine and/or a Pastor will oversee the situation with you from this point on. You will need to report concerns to a state or local law enforcement agency within 48 hours per current state law.

Warning Signs of Physical Abuse:

- Frequent injuries such as bruises cuts, black eyes or burns, especially when the child cannot adequately explain their causes
- Burns or bruises in an unusual pattern that may indicate the use of an instrument or a human bite, cigarette burns on any part of the body

- Frequent complaints of pain without obvious injury
- Aggressive, disruptive, and destructive behavior
- Lack of reaction to pain
- Passive, withdrawn, emotionless behavior
- Fear of going home or seeing parents
- Injuries that appear after the child has not been seen for several days
- Unseasonable clothes that may hide injuries to arms or legs

Warning Signs of Neglect:

- Obvious malnourishment
- Lack of personal cleanliness
- Torn and/or dirty clothes
- Obvious fatigue and listlessness
- A child unattended for long periods of time
- Need for glasses, dental care, or other medical attention
- Stealing or begging for food
- Frequent absence or tardiness from church

Warning Signs of Sexual Abuse:

- Physical signs of sexually-transmitted diseases
- Evidence of injury to the genital area
- Difficulty in sitting or walking
- Frequent expressions of sexual activity between adults and children
- Pregnancy in a young girl
- Extreme fear of being alone with adults, especially of a particular gender
- Sexually suggestive, inappropriate or promiscuous behavior
- Knowledge about sexual relations beyond what is appropriate for the child's age
- Sexual victimization of other children

Verbal Interactions

General Verbal Interaction Policy:

Verbal interactions between Shine Volunteers and students should always be positive and uplifting. Shine Volunteers should strive to keep verbal interactions encouraging, constructive, and mindful of their mission of ministering to each individual and helping them understand that they are important and loved by God.

To this end, Shine Volunteers should not talk to children in a way that is or could be construed by any reasonable observer as crude, harsh, threatening, intimidating, shaming, derogatory, demeaning, or humiliating. In addition, Shine volunteers are expected to refrain from swearing or using crude language in front of children and those they are volunteering with.

Sexually Oriented Conversations:

Shine Volunteers are prohibited from engaging in any sexually oriented conversations with children, and are not permitted to discuss any inappropriate or explicit information about their personal relationships, dating, or sexual activities with or in front of any individual in the ministry.

Talk	
Appropriate	Not Appropriate
<ul style="list-style-type: none">● Verbal praise for achievement or behavior● Verbal encouragement● Scripturally based teaching (non-sexual)	<ul style="list-style-type: none">● Compliments or questions relating to physical features, physique, or body development● Sexual/homosexual jokes or innuendos or restroom humor● Discussion of movies rated PG-13 or above● Verbal harassment or abuse● Individual secrets or special gifts

- | | |
|--|-----------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">• Sexual coaching or conversation |
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Social Media Interactions

Social Media interactions between Shine Volunteers and children/youth is strictly prohibited. Shine Volunteers should never have contact or interaction with them through any social media platform. This includes but is not limited to:

- Being friends on Facebook with children or youth who are in the Shine Ministry
- Following children on X (Twitter), Instagram, or any other social media platform.
- Sending emails, text messages, Facebook messages, or any other social media messages to children and youth.
- Receiving emails, text messages, or Facebook messages from children and youth.

This policy is to ensure that contact is never made between Shine Volunteers and children/youth without parental knowledge. It also ensures that all volunteer and child interactions maintain integrity and are above reproach.

Social Networking Policy:

Highland Baptist Church Shine Ministry respects your individual online social networking and personal internet use. However, your online presence may affect HBC. Your words, images, posts, or comments can reflect on HBC and our Shine Ministry. As a result, we have established the following guidelines for Shine Volunteers:

- Volunteers should not post any content or commentary that includes vulgar, foul, crude, harassing, or defamatory language.
- Volunteers should not post any content, images, or videos that are inappropriate, provocative, or sexually explicit.
- Volunteers should not post any pictures or videos of themselves engaging in compromising behaviors.

Photographs

Shine Volunteers are not permitted to take photographs of children without permission from the Kids Associate Minister for Shine or staff of WIN/Kids Connection/Kids Foundation/Preschool Ministry.

If you are granted approval to take pictures of children for a special event or craft, they can only be used for the agreed purpose. The pictures are never to be sold, printed, disseminated, posted online, or shared through any social media platform.

Basic Disability Etiquette

- In meeting with a person with a disability or speaking with a family member, remember that we are all made in God's image and our abilities are secondary to who we are as people. Let your words and actions emphasize the person's worth and abilities, not the disabling condition.
- Always put the person before the disability
 - Individual with disabilities, not special needs child
- Acknowledge the presence of a child with a disability just as you would any other child.
 - If they are unable to shake your hand, just touching or clasping their hand is fine.
 - If you say hello and they don't respond, don't worry. A warm smile and friendly greeting is appreciated by every child.

- Always speak directly to the person who is disabled at eye level, even if a companion or family member is needed for interpretation.
- If a person is in a wheelchair, either sit, squat, or go on one knee to be on the child's level to talk with the child.
- If you feel a child may not be able to reply fully to a question, ask questions that allow for yes or no answers.
- Always ask before reaching out to provide assistance. Don't assume someone needs help and take action.
- Children with a disability might need extra time to get things said or done. Let the child set the pace in walking or talking.

- If a person is in a wheelchair, do not lean on it. It is not furniture. It is considered part of their body.
- Never start to push a wheelchair without first asking the person if you may do so.
- Use the same tone of voice, choice of words, and non-verbal language as you normally would. Changing the way you interact with a person having a disability can come across as demeaning.
- Keep in mind that some people may be sensitive to touch and sound. Remember this as you approach them.
- Some disabilities are not physically observable.
- People with disabilities want your acceptance, not your pity.
- Assume competency!
- Treat the person with a disability their age.

Communication Techniques

When talking with an individual with special needs, keep in mind that just because the individual may not communicate the way others do, doesn't mean they do not understand what you are saying. Remember that when someone doesn't communicate in the expected way, they are trapped in their bodies and do the best they can to express themselves.

Most common ways individuals who are non-speaking initiate interaction:

- Smiling, vocalizing, or fussing
- Looking at the person or object
- Reaching for an object
- Holding up an object
- Pulling on you or handing you an object
- Requesting an object or an action by using gestures
- Expressing their feelings through their behaviors
- Using a communication device

Be flexible in your communication techniques:

- Respond to the child's movements, gestures, or sounds as if they make sense to you or have meaning

- Acknowledge the child's attempt to communicate with you by responding with a verbal acknowledgement. An example would be if a child looks at an object you respond by saying, "What do you see? I see the ball too" and point to the ball.
- Try getting the child's attention by pointing, showing an object, or touching the child's face (when appropriate)
- Use simple statements and stress why you want to emphasize.
- Use gestures and/or objects to add meaning to what you are saying
- Exaggerate your facial expressions and gestures.
- Ask questions that require yes and no answers
- Comment if the child smiles or reacts in other ways
- Avoid a long list of instructions. Allow the child to finish one step before explaining the next.
- Repeat instructions frequently, using the same words or phrases.

HBC Behavior Management Policy

While children need and deserve clear boundaries, discipline at church is unique. We discipline children because we love them. Our Heavenly Father disciplines us for that very same reason according to Proverbs 3:11-12. The goal of all discipline is stated clearly in Hebrews 12:9-11 "that we might respect God, share in His holiness, and partake in the peaceful fruit of righteousness."

Types of Discipline:

Negative: If discipline is administered or received wrong, the negative result will be increased anger on the part of the child. This anger may drive the child to increased problems. (Ephesians 6:4)

Positive: If discipline is administered correctly, and/or received with a repentant heart, the result will be a change of attitude, action, or speech. The goal of discipline, as mentioned before, will be seen when discipline is done according to the Lord's guidelines. (Hebrews 12:9-11)

No volunteer will, under any circumstances, spank, yank, pull, belittle, or yell at a child!

Purpose for Positive Discipline:

1. Discipline is training that corrects, molds, or perfects.
2. Discipline is an ongoing process.
3. Discipline leads to self-discipline, as the child grows older
4. Discipline is rooted in love.
5. Discipline gives order. Children like order. It gives them boundaries, which in turn gives them more security and therefore allows them more freedom.

HBC Shine Ministry uses the Four R's of Behavior Management:

- Redirect
- Remove
- Request
- Responsibility

It is important to avoid handling any child physically

- Physical restraint is to be avoided at all costs. If any volunteers sees signs that a child's behavior is headed in an indescribable direction, every effort should be made to contain the situation before physical force is required. Parents may need to be texted for their immediate attention and help so the need for physical restraint can be avoided.
- Physical force is an absolute last resort and used only to prevent or minimize imminent physical harm to the child or others. Physical restraint is used only by certified staff/volunteers.

Redirect

Redirect the child's attention to something other than the unwanted behavior.

- Ignore conversation that is not going in the direction you are heading and simply restate what we are going to do.
- Ask the child a question on an unrelated subject to break the focus or the conflict.
- Provide the child an alternative such as a toy.
- Ask the child to help with a task in another part of the room.

Example: A child grabs the walkie talkie and throws across the room. Volunteer says "do you want to play with the blocks?" There is no mention about the

throwing or even going to pick it up. Another volunteer picks up the walkie and talkie and puts it in a safer location.

Remove:

Remove any obstacles that may be causing unwanted behavior.

- Clearly understand the underlying cause of misbehavior
- If the child is tired, suggest a chill-out time
- If a certain toy is causing constant conflict, remove the toy from the room or put it out of eyesight for everyone.

Example: A child is playing with the baby and starts to throw it on the table. This makes another child upset and they try to grab the baby. The child continues to throw the baby on the table over and over. During the next transition or opportunity, A volunteer puts the baby out of sight and presents another toy. (Do not make the child more upset by taking)

Request:

Let the child know that you are the shine volunteer and set CLEAR limits or boundaries

- Be consistent each week that you are scheduled.
- Speak in a low, pleasant, but firm voice. NEVER use sarcasm.
- Ask a child to stop disruptive or harmful behavior.
- Remain in control. If necessary, gently place your hands on the child's shoulders to keep the attention.

Responsibility:

Allow the child to make choices, giving them responsibilities for their actions.

- When you see the child following directions, compliment them for it.
- Never forget the value of each child.
- Remember grace. Extend to everyone the same grace that God extends to you. In order for these children and their parents to feel a desire to be part of God's family, they must experience love and grace above all else.

Behavior Management	
Appropriate	Not Appropriate

<ul style="list-style-type: none"> ● Remind the child of proper behavior ● Redirect the child by moving the child on to another activity or by separation the child from other children ● Request assistance from the Associate Kids Minister for Shine 	<ul style="list-style-type: none"> ● Physical punishment of any kind will NOT be tolerated ● Verbal abuse or humiliation ● Isolating a child in an unsupervised area ● Making a child face the corner or wall ● Verbal harassment or abuse ● Punishing a child for restroom accident ● Speaking negatively to a child
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A few final tips when managing difficult behaviors:

- Stay calm. Yelling is a great way to escalate a situation. Try to speak in a soothing voice, or just stay silent. “I’m here to help you.” “I’m sorry you’re feeling upset.” Sometimes it helps to model taking a deep breath, and it helps us to stay calm as well!
- Point out positives. “Thank you for telling me how you feel.” “You’re doing a great job staying safe.” “I like how you are keeping your hands at your sides.”
- Watch your body language. Crossing your arms, towering over someone, and pointing your finger can escalate the situation. Instead, turn slightly to the side, keep your hands out in front of you (palms up), and use reassuring words.
- Ask for help. Have someone else take the other kids out of the room. Bring in someone who knows the person better, or has more experience managing difficult behaviors. Have someone bring you a toy or turn off the lights. No need to go-it alone!
- Pray. Out loud, silently, with someone else... whatever works for you. Prayer works – I’ve seen it! Plus, letting the child hear you pray for them is an incredible way to love them.

If you ever feel unsafe or uncomfortable working with a certain participant, you do not need to stay in that situation. Serving should be fun! Let a leader or staff member know and we can make some changes.

Evacuation Policies

Protection of our children is of great concern during all ministry activities, and we continually pray that these emergencies will not be an issue. However, preparedness may make a difference between life and death in a disaster.

Fire:

- Evacuate immediately according to the evacuation plan posted next to the room exit.
- If the alarm is not yet sounding, activate the pull station as you exit your room.
- Infants and toddlers will be evacuated using the evacuation cribs.
- Take the attendance sheets/check-in cards/computer with you and take roll outside to account for any missing children.
- Try to discourage parents from picking up children while you are evacuating. Instead, encourage them to wait until all children are accounted for in the designated evacuation location.

Tornado:

- Go to the lowest level of the building into a center room.
- Stay away from the windows and heavy objects that may fall down or open during a tornado.
- When the tornado has passed, evaluate the condition of the building. If the building is sound structurally, return to your classrooms, if the building is unsafe, evacuate according to the evacuation plan posted next to the closest exit.
- Infants and toddlers will be evacuated using the evacuation cribs.
- Take the attendance sheets /check-in cards/computer with you and take roll outside to account for any missing children.

- Try to discourage parents from picking up children while you are evacuating. Instead, encourage them to wait until all children are accounted for in the designated evacuation location.

Lock Down:

If a director indicates there is a lock down in the building, lock your classroom down, turn out the light and move all children to the corner of the room which cannot be seen from the door.

Injuries

Minor Injuries:

- A small first aid kit is available in each classroom in the metal cabinets.
- If you don't find what you need, a full size First Aid Kit is located in the Preschool and Kid's Resource Room on the 2nd and 3rd floors.
- If in the Life Center, have the child sit on the side lines and send another adult to get the first aid kit from the laundry room.
- If the child is bleeding, **ALWAYS** use a pair of gloves.
- If the injury is a busted lip or goose-egg to the head, immediately get ice or pop ice from the kitchen and apply to the bruise in 20 minute intervals until bleeding stops or a parent can be reached.
- We are not authorized to dispense any over the counter or prescription medications of any kind.
- In the event a child needs more attention than you can provide, notify the Associate Kids Minister for Shine or other staff so that they can call the parent, or move the child to the closest Resource room if appropriate.

Serious Injuries (Broken Bones, convulsions, fainting, unconsciousness, or other bodily injury):

- Keep calm and keep children and the injured person as calm as possible.
- Do not move the injured child and do not leave them.
- **DO NOT** attempt to set the bone or brace the injury.
- Notify church staff that you need a First Responder in your classroom.
- If needed, a First Responder will call 911. The staff will notify the parents and advise them of the child's situation and procedure being followed.
- If the child needs to be transported to the hospital and the parents cannot be located, a Highland Staff Member will accompany the child to the hospital.

- If it is life-threatening, call 911 immediately from any phone, then dial Emily Eagle's cell phone to notify the Kids Minister.

Food Allergies and Snacks

Snack time is incorporated into Sunday Morning and Wednesday Night activities. Many children have allergies to different types of food and it is in the best interest for our ministry to avoid this potential danger. There are usually Cheerios and pretzels (gluten free) in the metal cabinets in the classroom to distribute once clarifying there are no allergies.

Epi-Pen Procedures for Allergy Emergencies

Please follow the procedures below in the event a child, required to carry an *Epi-Pen*, checks into a classroom:

- Every child requiring an *Epi-Pen* must have this information, along with their specific allergy, recorded on the check-in sheet or on Planning Center. Please encourage each parent to update this information regularly.
- When a child checks into a room with their *Epi-Pen*, the parent must sign a Release and Waiver form. These forms can be obtained from the Kids Ministry Director.
- After check-in, the child must wear the name tag stating such allergies and that an *Epi-Pen* is necessary.
- The *Epi-Pen* will be stored by the Shine Coordinator in a designated area and returned to the parent upon check out.
- In the event the child has an allergic reaction and it is necessary to administer an *Epi-Pen*, the Shine Coordinator or a Staff Member or will immediately call 911 followed by finding a First Responder or Healthcare Provider to come to your room.
- A First Responder or licensed Healthcare Provider will administer the *Epi-Pen*.
- If, based on the information available to Highland Baptist Church at the time, **it appears there is insufficient time to wait for emergency services** or a trained Healthcare Provider, then the Release and Waiver form signed by the parent or guardian would authorize Church Staff Members or Ministry Directors to administer the *Epi-Pen* to the child.

Healthy Classroom Checklist

Children with symptoms common to contagious illnesses will not be admitted to church functions as long as such symptoms persist. Such symptoms could include, but are not limited to:

- Congested cough
- Skin rashes
- Vomiting
- Fever
- Diarrhea
- Lice

Do not accept sick children into the room. If you feel a child is sick, alert your Associate Kids Minister for Shine so they can determine if the child is allowed in the room.

If symptoms are discovered once a child has been admitted, please isolate the child and contact your Associate Kids Minister for Shine. The Associate Kids Minister for Shine will then contact the parents if necessary.

In the event children are exposed to serious viruses (chicken pox, measles, mumps, etc.), an effort will be undertaken to contact the parents of those who were exposed.

Never give medication of any kind to any child. This includes, but is not limited to pain relievers, throat lozenges, antacids, etc.

Recognizing Illnesses

ALLERGIES: (not contagious) Red, swollen, watery eyes, sneezing, headaches, spasmodic coughing, hives, rash, gas pains, vomiting, diarrhea, eczema, nose rubbing.

CHICKEN POX: (extremely contagious) Fever may appear one day prior to observance of skin lesion. Lesions are small, clear blisters about the size of a match head. Usually starts in warm, dark places like the underarms and, often, behind ears and neck. Blisters are easily broken and quickly form itchy crusts or scabs. Contagious until all lesions no longer ooze and are crusted over.

COLDS: (contagious) Sneezing, running or stuffy nose, flushed cheeks, dull looking eyes, little appetite, may have slight fever or cough.

CONJUNCTIVITIS (Pink Eye): (contagious) Sore, red eyes, with yellow discharge.

DIAPER RASH: (some are contagious) small, red pimples or patches of rough, shiny, itchy red skin. Pimples may develop white heads or become raw. Diapers have an ammonia smell.

EAR INFECTION: (not contagious) infants become irritable, fussy, sleep short intervals, awake crying, act hungry, may pull at ears.

RINGWORM: (very contagious) Circular lesions, outer part slightly raised, intense itching and smarting. Lesions may ooze, and become secondarily infected.

ROSEOLA (baby measles): (contagious) onset is abrupt—usually high fever for 3 days, restlessness, fretfulness, irritability, poor appetite. Does not appear contagious or seriously ill and may be playful. On the fourth day, the fever drops to normal. Blotchy red rash appears on the head and trunk. Lasts 3 days.

SCARLET FEVER: (contagious) Sore throat, fever, lethargy, loss of appetite, possible vomiting, and fine pinpoint rash appears within 24 to 48 hours. Most noticeable under arms, abdomen and thighs, face usually flushed, pale around mouth and tongue has strawberry-like appearance.

THRUSH: (contagious) small white sores in mouth or on bottom.

Special Needs/ Disabilities

Intellectual disabilities: A significant limitation in both intellectual functioning and in adaptive behavior, which impacts a person's ability to engage in everyday social and practical skills.

Autism Spectrum Disorders: A spectrum of neurodevelopmental disorders characterized by difficulties with social interaction, verbal and non-verbal communication, and restricted and repetitive behavior.

Down Syndrome: A genetic disorder due to an extra copy of the 21st chromosome. Down Syndrome causes intellectual disability and developmental delays. It can cause health problems such as heart conditions, asthma, GI issues, and hearing loss.

Cerebral Palsy: A disorder of movement, muscle tone or posture that is caused by an injury to the brain before, during, or directly after birth.

Spina Bifida: A condition in which the spine doesn't fully develop. This can cause an array of problems for someone including function in their legs and incontinence.

ADHD: A chronic condition including attention difficulty, hyperactivity, and impulsivity.

Autism

Some Facts About Autism: According to the CDC, autism affects an estimated 1 in 36 children and 1 in 45 adults in the US today. Autism Speaks, the nation's largest science and advocacy group for ASD, describes autism as a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication. Doctors look at social communication and interaction skills and restricted, repetitive patterns of behavior, interests, or activities when making an autism diagnosis.

Common Traits for a Person with Autism: It's important to remember that every person with autism is different. Remember the famous saying, "once you've met one person with autism, you've met one person with autism."

Communication:

- The person may not speak.
- The person may have limited use of language.
- The person may use repetitive phrases, or carry out a non-typical conversation.
- Abstract concepts may be difficult for someone with autism to understand.

Socially:

- The person may have a hard time making eye contact.
- The person may have a hard time sharing interests or emotions.
- The person may not understand what others are thinking or feeling.
- The person may have a hard time understanding feelings and seeking emotional support from others.
- The person may struggle making friends and playing with peers.
- The person may feel overwhelmed in social interactions

Sensory:

- Loud noises, bright lights, textures of food, the fabric of their clothes could all receive the person's attention with marked reaction.
- The person may flap their hands, flip their fingers in front of their eyes or do some similar movements.

Tips for Communication with People with Autism:

- Use fewer words; be direct and concise in speech.
- Match a visual with the sound.
- Visual aids, calendars and schedules can enhance communication.
- Give the child time to process your question.
- Use concrete examples. Avoid idioms.

Learning Disabilities and ADHD

Children with ADHD may be:

- Inattentive, but not hyperactive or impulsive.
- Hyperactive and impulsive, but able to pay attention.
- Inattentive, hyperactive, and impulsive (the most common form of ADHD)

Tips for working with children with learning disabilities and ADD/ADHD:

- Break Instructions into short segments. If necessary, give one instruction at a time.
- Get the person's attention before talking to them.
- Expect that you will need to repeat instructions.
- Stay calm and patient. Be a safe person that they can request help from.
- Whenever possible, demonstrate instructions visually.
- Limit choices. Too many options are confusing and distracting.
- Allow for movement during activities. If possible let the person lie on the floor, sit with legs out or legs crossed, kneel, stand to do crafts, etc.
- Provide reminders about time when necessary. Give 10 minute, 5 minutes, and 1 minutes warnings to the end of an activity.
- Aid in transitions from one activity to another.

Blind/Visually Impaired

There are different degrees of blindness. Someone can be legally blind but still see colors, shapes and varying degrees of light. You might walk by someone who is visually impaired and not know it– fewer than 2 percent of visually impaired people use a white cane to navigate. The rest use guide dogs or nothing at all.

Tips for working with children with blindness/visual impairment

Always use names

When greeting a person who has a visual impairment, be sure to identify yourself and always use the child's first name when addressing them. This way they will know you are talking to them and not someone else. When passing in hallways instead of saying, "Hi" have people announce their name as children may not be able to recognize faces. An example, "Hi Sara, it's Mrs. Murphy, how are you today?" Prompt fellow children to do the same because this fosters connection in the church community.

It's okay to use words that reference sight

Don't avoid words like "see" and "look." Just like their sighted peers, these words should be part of a blind or visually impaired child's vocabulary to connote how they see, whether by touch, bringing things close or in normal conversation, like saying "see you later!"

Always verbalize

Explain where things are located in the building, e.g., the sanctuary is to the left, the restrooms are in the far right corner. When writing on the board, always verbalize what you are writing so the person has access to that information and can follow along. Use positional and directional concepts like above/under, on top, behind/in front of, left/right etc., and use descriptive words like, "The ball is next to the door" instead of "The ball is over there."

Avoid asking if a student can see something

Correct seating is crucial

Always favor the stronger side of the child's vision due to visual field deficits. For example, if the person only uses his left eye, he would need to sit on the right side of the room away from the windows. Seating facing a light source (sun, windows) should ideally be at their back.

Guide Dogs

If a person has a guide dog, ask the parent how much room is needed for seating purposes. When guide dogs are in a harness, they are at work; please make sure other people do not pet them.

Deaf/Hearing Impairment

Hearing loss is generally described as slight, mild, moderate, severe, or profound, depending upon how well a person can hear the intensities of frequencies most strongly associated with speech.

Tips for working with people with deafness/hearing impairments

Communicate as clearly as possible. Establish eye contact, and make sure the person can see your face and lips while you speak.

Hearing aids: If a person is wearing a hearing aid, speak at a natural volume. Speaking too loudly into a hearing aid can be painful.

Speak naturally. Many people, upon learning about a person's hearing impairment, will overuse gestures and speak unnaturally. Most people are uncomfortable when they're singled out and treated differently.

Visual aids: Visual aids are very useful for people with and without hearing impairments. Incorporate visual aids into your lessons, write down instructions on the board.

Reduce background noise. Try to reduce background noise in your room as much as you can, especially if the child wears a hearing aid.

Hearing loss does not mean intellectual disability. The person's level of hearing ability is not related to the child's level of intelligence. Treat the person naturally, and make sure he or she feels included in the group. Often, all that is needed is awareness when communicating, and slight accommodations made in teaching methods.

Seizures

Seizures are divided into two major categories— generalized seizures and partial seizures (also known as focal seizures).

Generalized Seizures: This type of seizure involves both sides of the brain from the beginning of the seizure.

- **Grand Mal:** In a grand mal seizure, the person's arms and legs stiffen (the tonic phase), and then begin to jerk (the clonic phase). That's why the grand mal is also known as a generalized tonic clonic seizure. Grand mal seizures typically last 1-2 minutes and are followed by a period of confusion and then deep sleep. The person will not remember what happened during the seizure.
- **Petit Mal:** You may also have heard of the petit mal seizure, which is an older term for another type of generalized seizure. It's now called an absence seizure, because during the seizure, the person stares blankly off into space and doesn't seem to be aware of his or her surroundings. The person may also blink rapidly and seem to chew. Absence seizures typically last from 2-15 seconds and may not be noticed by others. Afterwards the person will resume whatever he or she was doing at the time of the seizure, without any memory of the event.

Partial Seizures: Partial seizures are so named because they involve only one hemisphere of the brain. They may be simple partial seizures (in which the person jerks and may have odd sensations and perceptions, but doesn't lose

consciousness) or complex partial seizures (in which consciousness is impaired or lost). Complex partial seizures often involve periods of “automatic behavior” and altered consciousness. This is typified by purposeful-looking behavior, such as buttoning or unbuttoning a shirt. Such behavior, however, is unconscious, may be repetitive, and is usually not remembered afterwards.

Tips for working with children who have seizures

- Remain calm
- Have your co-teacher call the person’s parents and inform the ministry director of what is happening.
- Clear the room of other people and move any objects on which the person could hurt themselves.
- Stay with the person and start timing the seizure.
- Allow the person to remain on the floor. The person should not be moved, restrained, or held during the seizure.
- When possible, turn the person on their side. Don’t block the person’s airway.
- Put something small and soft under their head.
- If possible, the person should be turned on their side.
- Loosen tight clothing around the person’s neck.