

## INDICATORS OF WELCOME

### I. Overview

#### Perspectives

Whose perspectives were sought as part of this self-reflection process?

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Clergy                           | <input type="checkbox"/> Person(s) with disabilities | <input type="checkbox"/> Community members               |
| <input type="checkbox"/> Children/youth<br>program leader | <input type="checkbox"/> Family member(s)            | <input type="checkbox"/> Service or support<br>providers |
| <input type="checkbox"/> Adult program leader             | <input type="checkbox"/> Other congregation members  | <input type="checkbox"/> Other: _____                    |

#### Presence and Participation

What steps have we taken to identify individuals *within* our congregation affected by disabilities?

What steps have we taken to identify individuals *beyond* our congregation affected by disabilities?

To what extent are children and adults with developmental disabilities, as well as their families, *actively* participating in the following dimensions of congregational life?

	Actively	Some- times	Never	Uncertain	Comments
Worship services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sacraments and rituals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Fellowship events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Adult religious education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Small groups and Bible studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Children's religious education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Youth groups and young adult programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Summer programs and camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Greeters, ushers, or other worship assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Choir or worship team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Congregational committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Outreach ministries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Congregation-sponsored schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Leisure, recreation, and social activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
♦Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
♦Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
♦Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

♦List other activities in which members of your congregation typically participate.

What barriers seem to be hindering their involvement in these areas?

### ARCHITECTURAL AND PHYSICAL ACCESSIBILITY

Can the following areas of our building and grounds be navigated easily by people using wheelchairs, walkers, and scooters, as well as other adaptive equipment?

	At present, how accessible are we?				Comments
	Com- pletely	Some- what	Not at all	Uncer- tain	
Sanctuaries and other worship spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Classrooms and meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Fellowship areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Nursery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Restrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Playgrounds and recreation areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gymnasium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Parking lots and sidewalks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Doorways and hallways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Congregational offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Kitchen and eating areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
School building and daycare center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Summer camps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
♦Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
♦Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

♦List other locations within your congregation that visitors or members might encounter.

Which three architectural barriers are the most pressing?

- 1.
- 2.
- 3.

## Indicators of Welcome

Read the following statements. To what extent does each statement describe our congregation? If you are not sure, mark *Uncertain*.

Worship Services	Absolutely	Somewhat	Not at all	Uncertain
Greeters, ushers, and other worship assistants know how to extend welcome and offer assistance to people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with disabilities are supported to sit with friends, family, or whomever they choose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith partners are available to sit with, befriend, and support people with developmental disabilities, if desired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worship experiences are designed to engage multiple senses and allow for participation in various ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Congregational leaders are willing to explore alternate ways for participating in worship and the sacraments, as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with developmental disabilities are contributing to worship services in varied ways, including as greeters or choir members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The congregation expresses comfort with people who worship in different ways (e.g., making noises, rocking, flapping their hands).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The congregation is periodically asked about chemical sensitivities, food allergies, or other environmental issues that impact involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Religious Education</b>	Absolutely	Some- what	Not at all	Uncer- tain
Children with developmental disabilities participate in the same activities and classes as their peers without disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities are adapted and supports are provided so that children with disabilities can participate in activities to the greatest extent possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious curricula appeals to children who learn, participate, and contribute in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic information, training, and support are provided to lay volunteers who work with children with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers and helpers are ready to include children with disabilities in their classes from the moment families first arrive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Topics related to hospitality, inclusion, disabilities, and community periodically are woven into religious education curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth with disabilities participate in preparation classes for membership, confirmation, bar/bat mitzvah, and other rites of passage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adults with disabilities are included in religious education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schools and daycare programs sponsored by our congregation include children with developmental disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Service</b>	Absolutely	Some- what	Not at all	Uncer- tain
People with disabilities contribute on planning teams and serve in leadership positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efforts are made to discern the gifts of people with developmental disabilities and connect them with opportunities to share their gifts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with disabilities are serving in varied capacities <i>within</i> the congregation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with disabilities are serving in varied capacities <i>beyond</i> the congregation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Outreach</b>	<b>Absolutely</b>	<b>Some- what</b>	<b>Not at all</b>	<b>Uncer- tain</b>
Intentional efforts are made to invite people with developmental disabilities and their families to participate in congregational life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility symbols and images of people with disabilities are included in our materials and advertising.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation to congregational activities is provided or arranged for individuals who cannot drive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visitation programs are extended to people with disabilities and their families, as well as those who are homebound.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We actively seek out ways to address unmet needs of people with disabilities living in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members are informed of opportunities to support people with disabilities within and outside of the congregation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>General Awareness</b>	<b>Absolutely</b>	<b>Some- what</b>	<b>Not at all</b>	<b>Uncer- tain</b>
Our policies and practices clearly communicate our desire to worship and serve alongside people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our vision to be inclusive is frequently shared with members and broadcast throughout the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection on our accessibility and hospitality is conducted at least annually.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inclusion awareness events are observed each year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Basic disability awareness is communicated through sermons, bulletin inserts, newsletters, religious education curricula, and other avenues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accessibility and support needs are considered when congregational events are planned.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our resource library includes books and materials about disabilities, as well as resources for family members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our clergy and ministry leaders are familiar with disability issues related to their specific programs, roles, and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Families</b>	Absolutely	Some- what	Not at all	Uncer- tain
Families feel welcomed and included in the congregation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families contribute to discussions on congregational accessibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respite care is available to interested parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support groups are available to interested parents, siblings, and others within our congregation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial support is available to people with disabilities and their families, as it is to all members of the congregation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with disabilities and their families know who to contact to ask for support and assistance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clergy and care ministers feel equipped to provide spiritual care and support to people with developmental disabilities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Partnerships with Community Groups</b>	Absolutely	Some- what	Not at all	Uncer- tain
We have developed relationships with agencies and organizations serving people with disabilities in our community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have invited people with disabilities and advocacy groups to provide us with feedback about our materials, programs, and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff from service and support organizations are helping us to improve our capacity to welcome and support people with disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We know where to turn when we need more information about specific disability-related issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We advocate for laws, policies, and resources that improve the quality of life for people with disabilities and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Other Indicators</b>	Absolutely	Some- what	Not at all	Uncer- tain
We have developed a written plan describing how we will improve our accessibility and welcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intentional efforts are made to support people with and without disabilities to develop meaningful social relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A key person or group in our congregation is committed making sure that the needs of people with disabilities are being addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People with disabilities and/or their family members are involved in visioning and planning for the future of the congregation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have a process for identifying the emotional, spiritual, practical and other support needs of congregation members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>II. PLAN OF ACTION</b>				
List up to five goals for improving our congregation's welcome and accessibility. What specific steps will we need to take to realize those goals? When will we aim to accomplish each goal? Who will be responsible for ensuring that each goal is followed through to completion?				
Goals	Next steps	Completion date	Person(s) responsible	
1.				
2.				
3.				
4.				
5.				
Comments:				