

UNIT LEADER'S HANDBOOK

For working with

SCOUTS WITH DISABILITIES

**Powhatan District
NCAC
Boy Scouts of America**

“What we offer is exposure to scouting for our Cub Scouts and exposure with experience for our Boy Scouts. What they see and do will improve their outlook on life, more than just going to school and being at home. What you do is make it all happen. Good luck.”

Dear Friend of Scouting:

Since its founding in 1910, The Boy Scouts of America has had fully participating members who have had physical, mental and emotional disabilities. While most of the B.S.A. efforts have been directed at keeping these youth in the mainstream of Scouting, we are also aware of the special needs of those with disabilities. Today over 200,000 special needs youth are registered in mainstream Scouting programs. In addition, over 80,000 special needs individuals are served in Scouting with special units, which are designed for the disabled.

The basic premise of Scouting Unlimited is that a youth with a disability wants most to be like other youth - and Scouting provides that chance. Much of the work of the Scouting Unlimited Committee is directed at helping unit leaders develop awareness of special needs youth and encouraging inclusion in regular Scouting programs. This committee is made up of interested Scouters, parents, and organizations that serve a specific special need. It is our function to help interpret the B.S.A. advancement program, to organize Scouting Unlimited camping opportunities and assist in continuing education of volunteers to better understand and be comfortable with the special needs of individuals with disabilities.

Please share the information within this booklet with others as we continue our mission of including all in the Scouting program.

Those whom we seek to serve come our way but
once as boys.

Let us neglect none, for among them may be the one
who will lead us to everlasting Peace.

Attributed to Venton Chaney

WHAT IS A DISABILITY?

The following definitions are very basic; they describe function, and are not meant to be used for either legal or educational purposes.

IMPAIRMENT. A loss or abnormal functioning of any part of the body. Impairment may cause a lack of functioning, or a level of functioning that is less than optimal.

DISABILITY. A lack of ability to perform a function that most other people can do. Disabilities may be caused by impairments, which restrict normal functioning. Disabilities may be physical or neurological. They may be congenital, hereditary, or due to an illness or trauma.

HANDICAP. An inability to function due to artificial obstacles that is either physical or psychological. A disability may become a handicap when society places these artificial obstacles and does not allow an alternative method for completing a task or achieving a goal.

LEADERSHIP AND TRAINING

I. Leadership Techniques

- * Wise leaders expect problems but do not consider them overwhelming. Keep a confidential record of each youth for background information. Though you may view the disabled boy as an individual with significant differences, he really is not. All boys have different needs. The wise leader will recognize this and be prepared for every eventuality.
- * Leaders should make a personal visit to the parents of a new disabled Scout to learn about the Scout, his physical limitations, his abilities and preferences. Some disabled youth will try to do more than they are capable of doing, just to "fit in" with the rest of the boys, which could result in unnecessary frustration. Also, find out if the boy knows any of the other boys in his Pack/Den or Troop/Patrol.
- * Many disabled youth will have special physical or health needs. Leaders should familiarize themselves with the disabilities, appliances and care of each. Parents, visiting nurses, special education teachers, physical therapists, doctors and other agencies can help familiarize you with the nature of the disability.
- * Accept the youth as a person and give him the same respect that you expect from him. This will be much easier to do if you know the boy, his parents, his background and his likes and dislikes. Remember that his unwanted behavior is a force that can be redirected into more acceptable pathways rather than erased and rebuilt.
- * Example is a wonderful tool. Demonstrate personal discipline with respect, punctuality, accuracy, conscientiousness, dignity and dependability.
- * Become involved with the youth in your care. Let him know that you care for him, hang-ups and all. A small word of praise or a pat on the back for a job well done can mean a lot to a boy who receives little elsewhere. Judge accomplishment by what the boy can do, not by what someone says he must do or by what you think he can not do.
- * Rewarding achievement will likely cause that behavior to be repeated. Reward can be in the form of a "thank-you," recognition made by the group for helping the group perform to a higher level, a badge, a prize or a chance to go on a trip. Focus reward on proper behavior and achievement.

LEADERSHIP AND TRAINING Continued)

II. Providing Encouragement

- * Reward more than you criticize, in order to build self-esteem.
- * Praise immediately any and all good behavior and performance.
- * Change rewards if they are not effective in motivating behavioral change.
- * Find ways to encourage the child.
- * Teach the child to reward him or herself. This encourages the child to think positively about him or herself.

III. Giving Instructions to Youth With Disabilities

- * Maintain eye contact during verbal instruction.
- * Make directions clear and concise. Be consistent with instructions.
- * Simplify complex directions. Avoid multiple commands.
- * Make sure Scouts comprehend the instructions before beginning the task.
- * Repeat instructions in a calm, positive manner, if needed.
- * Help the Scouts feel comfortable with seeking assistance.

LEADERSHIP AND TRAINING (Continued)

IV. Providing Supervision and Discipline

- * As a leader, you must be a number of things to each boy – a friend, authority figure, reviewer, disciplinarian, resource and teacher.
- * Listening is an important technique that means giving the boy an opportunity to express himself. Whether as a part of the group or in private conversation, be patient, be understanding and take seriously what the boy has to say. Listening is an art and a science. Keep yourself attuned to what he is saying using phrases like, "You really feel that way?" or, "If I understand you right..."
- * Avoid ridicule and criticism. Remember, all children have difficulty staying in control.
- * Remain calm, state the infraction of the rule, and avoid debating or arguing with the Scout.
- * Have pre-established consequences for misbehavior.
- * When a Scout is behaving in an unacceptable manner, try the "time out" strategy.
- * Administer consequences immediately, and monitor proper behavior frequently.
- * Make sure the discipline fits the "crime," without harshness.
- * Enforce den and pack rules consistently.
- * Do not reward inappropriate behavior. Praise when he exerts real effort, even if unsuccessful, or when he has improved a previous performance that fell below the level of his peers. NEVER PRAISE FALSELY.
- * Do not accept "blaming others" as an excuse for poor performance. Make it clear that you expect him to answer for his own behavior.

WAYS IN WHICH SCOUTING CAN HELP BOYS WITH DISABILITIES

1. The Scout program can change a "can't do" attitude, if present in a boy, to a "can do" attitude when he achieves.
2. He can develop through the Scout achievement and reward method.
3. He can start, lead, or help in many projects that a unit could get involved in.
4. He can help to do his very best.
5. He will learn that he has worth and dignity.
6. He will have group experience.
7. He will be helped to develop good citizenship and sound character.
8. He will have the opportunities to put his best qualities into practice.
9. He will gain a sense of accomplishment.
10. He will have the opportunity to associate with other boys.
11. He will be helped to build self-confidence.
12. He will see that he can do many of the Scout activities like the other boys.
13. He will inspire other boys to do better.
14. He will motivate other boys to do their best.
15. Like other boys, he will be given understanding, not sympathy.
16. He will gain a feeling of self-reliance.
17. He will learn to follow through on an assignment.
18. He will benefit from the enthusiasm of the fellow Scouts.
19. He will have the opportunity to learn a new skill through practice and perseverance.
20. He will practice and become proficient.
21. He wants the Scout program straight out, uncut, and undiluted.

Special Scouting Promise

On my honor
As a leader of those with special needs
I promise to provide
The best possible programs
For the greatest number of Scouts
That I can reach.
I will approach each Scout as an individual
With certain needs and characteristics
And not as one of a group.
I will put aside all petty differences
With my fellow leaders,
And remember that the only important factor
Is the Scout and his needs.
Enthusiasm will be my watchword,
Patience my guide,
And service my goal.
Now, I rededicate myself
To my tasks in Special Scouting,
Always remembering
That in this way
I am helping to bring the light of Scouting
Into the dark corners of the lives
Of those with special needs.

PARENT'S PRE-JOINING CONFERENCE

Prior to joining a troop, pack or post, the parents should meet with the Scout Leader in order to understand the potential Scout's special needs. This conference should take place in a relaxed atmosphere, preferably the parents' home or home of the Scout Leader. The following are some of the issues that should be discussed.

General Characteristics - The Scout Leader should attempt to obtain a general picture of the boy's strengths and weaknesses. He should be made aware of a specific problem that might arise at meetings, campouts, field trips, etc.

Physical Disabilities - Physical problems should be discussed with the parents. The medical histories on the back of the application form should be filled out completely and kept on file with the unit.

Mental Capabilities - The Scout Leader should be advised by the parents of their son's capabilities. The Scout Leader should know the Scouts present grade level, reading, listening and math abilities. The Scout Leader can then determine how best to help the Scout get the best quality programs.

Medication - The Scout Leader should be aware what medication the boy takes regularly. The Scout Leader must obtain **WRITTEN** permission and instructions for administering any medications from the parents or guardians.

Discipline - Parents should be asked about any behavioral disorder. Troop rules should be discussed with the parents and the Scout. The Scout Leader should be informed of the usual discipline used to maintain appropriate behavior. The Scout Leader should explain his disciplinary procedures to the parents (sitting out games, suspension from troop meeting or campouts).

Diet and Eating Problems - Any special diets or restrictions should be explained to the Scout Leader. If special diet is necessary, the parents should provide food for campouts. Scouts should never be forced to eat patrol meals if they have a legitimate food allergy. Parents should also inform the Scout Leader of any chewing or swallowing problems.

Living Skills - The Scout's ability to attend to his personal needs should be discussed. If special help is necessary, it should be explained to the Scout Leader.

Transportation - Transportation to and from troop meetings is the parents' responsibility. Car pooling with other parents is suggested but should be arranged between parents.

Unit Operation - The Scout Leader should explain the Scout program and emphasize why advancement (at whatever rate is possible) is important to the boy. Parents should be encouraged to reinforce the boy's activities.

Emergency Procedures - Parents must inform the Scout Leader the name of their son's doctor and phone number. Patient medical history should be discussed in full. Appropriate medical permissions should be obtained.

CHECKLIST OF ABILITIES AND LIMITATIONS

This checklist covers many of the things a Scout leader might need to know about a disabled Scout's abilities and limitations. Many of the questions will not apply to all children. You can copy the list and have it filled out by the caregiver or fill it out yourself at your first visit to the Scout's home. Keep the list with the Scout's records for easy reference.

Member Name _____ Disability _____

Can he/she walk without assistance? Yes ___ No ___
with assistance? Yes ___ No ___ How? _____

Yes ___ No ___ Use crutches?

Yes ___ No ___ Use Wheelchair?

Yes ___ No ___ Does the child use braces?

What type? _____

Yes ___ No ___ Can he/she adjust them?

Yes ___ No ___ Does the child wear a prosthesis?

Yes ___ No ___ Can he/she adjust it?

Yes ___ No ___ If not, can she/he direct others?

Yes ___ No ___ Does the child wear helmet for protection against falls?

When and for what purpose? _____

Yes ___ No ___ Can the child feed himself?

If not, what help is needed? _____

Yes ___ No ___ Is a special diet required? (If so, attach list)

Yes ___ No ___ Can the child dress himself?

What help is needed? _____

Yes ___ No ___ Does the child wear a waste collection device?

If so, please describe. _____

Yes ___ No ___ Does the child have normal vision?

Yes ___ No ___ Glasses or other aids?

Yes ___ No ___ Does the child have normal hearing?

Yes ___ No ___ Hearing aid?

Describe any allergies the child might have. _____

What medication is the child taking regularly? _____

Describe type, dose, and condition being treated. _____

Yes ___ No ___ Can the child administer the medication himself?

If not, who can/does? _____

Yes ___ No ___ Is there a written medicine schedule?

Yes ___ No ___ Is there a sufficient supply of medication available to cover the activity?

Yes ___ No ___ Does the child have difficulties with learning?

If so, please describe _____

What is the best way for the child to learn?

Visually _____ Verbally _____ Multisensory _____

Yes ___ No ___ Does the child have any difficulty with attention?

Yes ___ No ___ Does the child have any difficulty with increased activity level?

DEALING WITH DISABILITIES

1. Give immediate and constant feedback. Frequent feedback can increase self-esteem if positive and prevent reinforcing adverse behavior if negative.
2. Use rewards rather than punishments but have powerful consequences for inappropriate behavior that are well thought out, preplanned, and fully understood. Be consistent and follow through.
3. Anticipate and reiterate. Planning and good communicating skills help to avoid confrontations and possible inappropriate behavior. Have a consistent program and discuss changes prior to initiating them.
4. Begin each meeting as a fresh start and new day. "To err is human, to forgive divine."
5. Decrease or alter the task as needed for the individual disability. There are many equally effective ways to accomplish the same task. Assess quality, not quantity and allow adequate time to compensate for any disability.
6. Use shorter and more frequent work periods with frequent breaks. Allow some controlled restlessness and utilize physical activity as a reinforcing tool or practical application for the formal teaching part.
7. Use animated, dynamic, and varied teaching techniques. Verbal and visual stimuli together help to enhance learning. Hands on and physical application assist in both teaching and evaluating. Stay flexible and open to other teaching techniques or ideas in dealing with a disabled Scout.
8. Minimize distractions and external stimuli. Have the rules externalized or use visual aids as a reminder. Constantly reaffirm the rules to the general group as often as necessary. Have the Scouts recite and reiterate the rules.
9. Restate and reiterate expected goals. Discuss the goals with the Scout and make them realistic and attainable. Use alternatives if necessary. Immediate and frequent success can lead to the desire to attain the long-range goals.
10. Communicate frequently, and with all of the individuals involved with the boy.

MEETINGS AND ACTIVITIES

1. Remember that activity encourages interest, interest encourages participation, and participation generates activity.
2. The inclusion of disabled Scouts in fun-filled, action-packed activities provides a positive atmosphere in which leaders can, by example and direction, help these Scouts develop habits and attitudes of good citizenship.
3. Do not hesitate to extend an activity that is doing well, but always stop an activity before it is "dead."
4. Scouts never show up for a Scout meeting all at the same time. The object is to keep early arrivals constructively busy until starting time. Plan this period into every meeting--call it, "Pre-opening activities." Provide small rewards for those participating as a reward for early arrival.
5. Present new activities and praise all success, no matter how small.
6. Since some disabled Scouts need some supervision, only one activity at a time is advisable. More than this seems to create disorganization. End all work on the same project together.
7. Verbal directions should be few and simple.
8. Demonstration and leader participation are both motivators and excellent teaching tools. Demonstrate rather than explain.
9. Make sure the other boys (and committee members) understand the disability of your special Scout. Information builds understanding and acceptance.
10. Utilize the buddy system. Pair a disabled Scout with one or more non-disabled Scouts. This lets the leader work with the pair and encourages leadership in the non-disabled Scout.
11. Keep the "outing" in Scouting. Disabled persons can do more than you think!
12. If someone is becoming frustrated by a task, he may need to be assisted or have a simpler task substituted.
13. If a Scout cannot read or write he should be given help unobtrusively.
14. Communication between the boys should be encouraged. Have the boys call each other with reminders about upcoming projects etc. Many children receive no calls from their peers; these calls can mean a lot to a boy.

Guidelines for Specific Types of Disabilities

If a Scout or Scouter has any of the following disabilities, these ideas might be helpful. Always ask if he or she need, or want, help. Ask *how* you can help.

Mobility Impairments

- ★ Remember that people who use adaptive equipment (wheelchairs, crutches, etc.) often consider their equipment an extension of their bodies.
- ★ Never move equipment out of the person's reach.
- ★ Before you go out with someone who has a mobility impairment, make sure facilities at the destination are accessible.
- ★ Never pat a person in a wheelchair on the head. This is a sign of disrespect for adults.
- ★ When helping, ask how equipment works if you are unfamiliar with it.
- ★ Prevent strained necks by standing a few feet away when talking to someone in a wheelchair.
- ★ Find a place to sit down for long talks.

Hearing Impairments

- ★ Make sure the person is looking at you before you begin to talk.
- ★ Speak slowly and enunciate clearly.
- ★ Use gestures to help make your points.
- ★ Ask for directions to be repeated, or watch to make sure directions were understood correctly.
- ★ Use visual demonstration to assist verbal direction.
- ★ In a large group, remember that it's important for only one person to speak at a time.
- ★ Speakers should never stand with their backs to the sun or light when addressing people with hearing impairments.
- ★ Shouting at a person with a hearing impairment very seldom helps. It distorts your speech and makes lipreading difficult.

Vision Impairments

- ★ Identify yourself to people with vision impairments by speaking up.
- ★ Offer your arm, but don't try to lead the person.
- ★ Volunteer information by reading aloud signs, news, changing street lights, or warnings about street construction.
- ★ When you stop helping, announce your departure.
- ★ If you meet someone who has a guide dog, never distract the dog by petting or feeding it; keep other pets away.

- ★ If you meet someone who is using a white cane, don't touch the cane. If the cane should touch you, step out of the way and allow the person to pass.

Speech/Language Disorders

- ★ Stay calm. The person with the speech disorder has been in this situation before.
- ★ Don't shout. People with speech disorders often have perfect hearing.
- ★ Be patient. People with speech disorders want to be understood as badly as you want to understand.
- ★ Don't interrupt by finishing sentences or supplying words.
- ★ Give your full attention.
- ★ Ask short questions that can be answered by a simple yes or no.
- ★ Ask people with speech disorders to repeat themselves if you don't understand.
- ★ Avoid noisy situations. Background noise makes communication hard for everyone.
- ★ Model slow speech with short phrases.

Mental Disabilities

People with mental retardation learn slowly and have a hard time using their knowledge.

- ★ Be clear and concise.
- ★ Don't use complex sentences or difficult words.
- ★ Don't "talk down." "Baby talk" won't make you easier to understand.
- ★ Don't take advantage. Never ask a person with mental retardation to do anything you wouldn't do yourself.
- ★ Be understanding. People with mental retardation are often aware of their limitations, but they have the same needs and desires as those without the disability.

Social/Emotional Impairments

People with social/emotional impairments have disorders of the mind that can make daily life difficult. If someone is obviously upset,

- ★ Stay calm. People with mental illness are rarely violent.
- ★ Offer to get help. Offer to contact a family member, friend, or counselor.

Attention Deficit Disorder

Troop leaders have a positive effect on children with attention deficit disorder (ADD). Here are some ways leaders can help.

- ★ Structure Scout meeting time, activities, and rules so that the Scout with ADD knows what to expect. Post a calendar of events.
- ★ Be positive. Praise appropriate behavior and completion of tasks to help build the Scout's self-esteem.
- ★ Be realistic about behavior and assignments. Many children with ADD simply can't sit for long periods or follow detailed instructions. Make learning interesting with plenty of hands-on activities.
- ★ Monitor behavior through charts that explain expectations for behavior and rewards for reaching goals. This system of positive reinforcement can help the Scout stay focused.
- ★ Test the Scout's knowledge and not just his ability to take tests. Testing orally might help. Accept the use of assistive technology if needed.
- ★ Begin a formal achievement program. Weekly reports to parents could increase their involvement.
- ★ Work closely with parents and members of the education team. People working together can make a big difference.
- ★ Be sensitive to the Scout about taking his medication. Avoid statements such as, "Johnny, go take a pill."
- ★ Simplify complex directions. Give one or two steps at a time.

Learning Disabilities

Learning disabilities (including minimal brain damage, perceptual disabilities, communication disorders, and others) are usually disorders of the central nervous system that interfere with basic learning functions.

- ★ Listen and observe carefully to find clues as to how this Scout approaches problems and what his difficulties are.
- ★ Remember that praise and encouragement can help build self-esteem.
- ★ Let other troop members use their friendship and support to show the Scout that he belongs.
- ★ Use short, direct instructions that help the Scout know what is expected of him.
- ★ As much as possible, stay with a regular troop schedule, allowing the Scout to help with assigned duties.
- ★ Give the Scout extra time when needed. Don't rush his answers. Reword instructions or questions if necessary.

Resources Available From BSA

The following resources are used to help increase disabilities awareness in local council and district Scouters as well as to help the local council develop working relationships with other local agencies and organizations that work with people with disabilities:

- ★ Scouts With Disabilities fact sheet, No. 2-508
- ★ Scouting for Youth With Emotional Disabilities, No. 32998A

- ★ Scouting for Youth With Physical Disabilities, No. 33057A
- ★ Scouting for Youth With Mental Retardation, No. 33059A
- ★ Scouting for the Hearing Impaired, No. 33061
- ★ Scouting for the Blind and Visually Impaired, No. 33063A
- ★ Scouting for Youth With Learning Disabilities, No. 33065
- ★ Woods Service Award Nomination Form, No. 89-258G (revised and sent to councils every September with a December 31 deadline. One person is selected each spring to receive this national award.)
- ★ Torch of Gold certificate, No. 33733 (for local council use in recognizing adults for outstanding service to youth with disabilities)
- ★ Council Advisory Committee on Youths With Disabilities, No. 89-239A
- ★ Sign Language for the Deaf, No. 89-230
- ★ *Boy Scout Fast Start* video (closed-captioned), No. AV-026CC
- ★ *Disabilities Awareness* merit badge pamphlet, No. 33370
- ★ My Scout Advancement Trail, No. 33499A (a record book to help a boy use the Boy Scout recognition bead system to recognize small, bite-sized attainment of individual requirements for Tenderfoot, Second Class, and First Class ranks)
- ★ Application for Alternate Eagle Scout Merit Badges, No. 58-730
- ★ Accessibility Standards for Camp Facilities
- ★ Barrier-Free Troop Site, No. 96-191
- ★ Barrier-Free Tent Frame, No. 96-192
- ★ Barrier-Free Latrine/Shower for Campsite, D-193
- ★ Existing BSA Facilities and the Americans With Disabilities Act, No. 96-194

BSA Resources Available Elsewhere

- ★ *Boys' Life* magazine (in Braille). Library of Congress for the Blind and Physically Handicapped; 101 Independence Avenue, SE; Washington, D.C. 20540; telephone: 202-707-5100; Web site: <http://www.loc.gov>
- ★ Recordings of the *Boy Scout Handbook* and various merit badge pamphlets. Recordings for the Blind and Dyslexic; 20 Roszel Road; Princeton, NJ 08540; telephone: 800-221-4792; Web site: <http://www.rfb.org/>
- ★ *Boy Scout Handbook* (in Braille). The Lighthouse of Houston; P.O. Box 130345; Houston, TX 77219-0435; telephone: 713-527-9561; fax: 713-284-8451; Web site: <http://www.thelighthouseofhouston.org>
- ★ Merit badge pamphlets (in Braille). National Braille Association; 3 Townline Circle; Rochester, NY 14623-2513; telephone: 716-427-8260; fax: 716-427-0263; Web site: <http://www.nationalbraille.org>



NATIONAL CAPITAL AREA COUNCIL Scouting Unlimited Committee

Working with Scouts with Attention Deficit Disorder

Problem: The boy cannot pay attention. As a result, he is a “discipline problem” -- he cannot sit still, stay on task, be quiet, tries to wander off, blurts out inappropriate comments out, etc. OR, he isn’t “much of a Scout” -- he just sits there, doesn’t get involved, doesn’t advance, but he is “a good kid, not a problem child.”

Why: He has a medical problem that essentially keeps him from focusing his attention. Most of us can block out all those sensory inputs except those pertinent to the task at hand. The boy with attention deficit disorder has difficulty screening out any sensory inputs. He sees the speaker and his actions, hears the speaker’s voice – as well as the pictures on the walls, the sights and sounds outside the window, the lights on the ceiling, the whispered conversations around him, the adults roaming the room and their conversations. All these sensory inputs are coming into his consciousness all at full blast. Which one is he supposed to pay attention to, based on their presentation to him? So, he fights to pay attention like his peers, but is defeated by his brain. Which would you pick; more correctly asked, which could you pick? Be honest, just like him, you would switch from one to the other to the other just as you click from TV channel to channel. NOW YOU KNOW WHAT HE IS UP AGAINST – and you can help.

So, just medicate him! Medication doesn’t work for many. And which medication? Ritalin is just one of about a dozen – all of which are effective only for some, but the effect ranges from minimal to making the boy a zombie. So, medication is only a possible solution and **only if prescribed by a doctor**. SM does not equal MD.

So, what do I do? First, review **Why** (above) and understand what is going on. Some suggestions after that review:

- Sit down with the boy and his parents and jointly come to a solution.
- As with all Scouts, rules should be written by the boy (with your input) so he will buy into them. Consequences AND REWARDS for each rule should be mutually spelled out.
- Be consistent and fair. If you didn’t see it, don’t punish. If you did see it, refer to the rules.
- Perhaps set a discreet signal that you can give the boy when he is beginning to go astray. This should not call everyone’s attention to the boy, but could serve as his cue that he needs to come back from his distraction.
- REWARD PROPER BEHAVIOR! A simple “atta boy” works wonders. He had a good meeting, TEL HIM. Yes, you don’t have to tell others, but they don’t have a medical problem to overcome. You would certainly congratulate a boy with a broken leg who competed in a race despite the impediment to ambulation. This boy paid attention despite an impediment to the ability to focus.
- A pat on the back is only a few inches above a slap on the rear, and gets far better results.
- Encourage, encourage, encourage.
- If possible, set up a mentor – either a friendly, older Scout or an adult. Not a babysitter, a friend to help.
- Contact Scouting Unlimited or District representative for help. We can help.

Working with Scouts with Attention Deficit Disorder

A Few Statistics

- Approximately 15% of youth are diagnosed with attention deficit disorder.
- Of these, approximately 12% also have hyperactivity as an added element.
- 80% of youth diagnosed with ADD are boys.
- Diagnosis based on activity of daily living between the ages of 5 and 12

How It Affects the Boy?

"Everyone is currently paying attention to me, right? Now close your eyes and don't open them until I tell you. Ask questions regarding surroundings - how many windows, how many knots am I wearing, any pictures on walls, of what, any other conversations going on in room, outside room, etc? Now, open your eyes."

"The boy with ADD could give you the answer to all those questions and more!! That's the problem."

"You are focused on me, the speaker. You pay attention to my voice, my face, my hands; you have closed out all other sensory inputs that are occurring simultaneously so0 that you can focus. THE BOY WITH ADD CANNOT DO THAT!!! All those inputs are hitting him equally, and he cannot focus out any of them!! Now, with all that going on equally in your head, which one would you pay attention to?"

How You Deal With It?

First, start saying it right. This is not a handicapped boy, or a disabled youth. This is a BOY with a disability. Put the boy first. You know how the deal with a boy. Well, the same rules apply. The same rewards result in the same results. The same yelling/punishing yields the same results. He is still a BOY.

Now that we have the right framework (a boy) and an understanding of the medical problem and the limitations imposed, you should be able to think of solutions.

Rules. Who makes the rules? Who enforces the rules?

Choices and consequences -- remember, consequences can be both good and bad. Good choice, good consequence; bad choice, bad consequence.

Reward good behavior.

Punishment should fit the crime.

If you don't see it, do nothing; if you see it, act immediately. Remember, his focus will have him forgetting the why of your action if not taken immediately.

Planning is the key; need multiple activities available to challenge the youth as soon as you lose him.

Joining conference/Scoutmaster conference - with youth and parents together. What are his strengths that can be used to overcome his weaknesses?

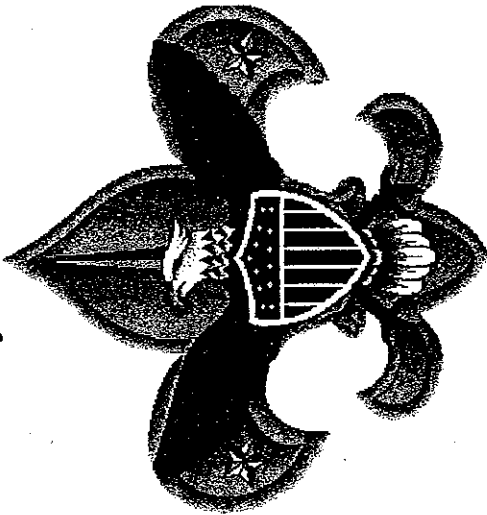
Get any available info on youth from sources (with permission)

If possible, assign a mentor - an older Scout or adult.

Parents can be a solution; parents can increase the problem. Observe and decide.

Now you can work with the Boy Scout.

Supporting a Scout with Asperger Syndrome



Individuals with AS may have normal intelligence, or be extremely gifted. They often have excellent rote memory. AS differs somewhat from "high functioning autism" in that it is typically first manifest after age 3.

How can Scouting play a positive role in the lives of boys with AS?

Scouting provides a mix of activities in which individual accomplishment is celebrated! Much of the advancement program adapts well to the difficulties most AS Scouts face with "team" activities. Scouting can provide a "Safe Haven" in which group efforts can be a positive experience for the Scout. Even the leadership activities required for Star, Life and Eagle ranks provide sufficient flexibility for the AS Scout to accomplish major goals, with benefits to the unit, community, as well as the AS Scout himself.

Many AS youth fear change. Scouting can help them conquer this fear by

introducing new experiences in a gradual way. Like all Scouts, AS scouts are able to accomplish things that neither they nor their parents would have ever imagined possible!

What are some of the challenges facing the AS Scout?

AS Scouts are often the victims of teasing. Teasing hurts the AS Scout as much as it hurts anybody!

Even well-intentioned Scouts and adults can inadvertently harass the AS Scout while trying to keep him "with the program." Use written materials, or visuals, when possible. They allow the Scout to "take in" your information when he is ready!

The AS Scout may get along in society by "pretending to be like everyone else." This is, at the very least, a lot of work. Can you imagine spending 8 or 10 ours every day pretending to be someone else?

Some AS Scouts take medications to help them function more effectively in society. Someone must keep track of meds. Scouts may be embarrassed if medication is not handled discretely.

What are some characteristics than may challenge Scout Leaders?

- Intermittent attention to things around them (tuning in and out)
- Apparently eccentric mannerisms and behavior
- Absence of expression
- May not "look you in the eye"
- Lack of social skills
- Difficulty accepting change

A Scout with AS is less likely to align his priorities with those of other Scouts and Leaders than is a "neurotypical" Scout. This disconnect, which may manifest itself as a different hiking pace, lack of readiness to participate in meal preparation or cleanup, or simply

Tips for Parents and Scout Leaders

What is Asperger Syndrome?

Asperger syndrome (AS) is one term used to describe certain people who have difficulty interacting socially with most other people, often because they have difficulty interpreting facial expressions and "body language."

Individuals with AS may also have uncoordinated muscle movements, fewer interests than others their age, or seemingly peculiar use of language.

"wandering off" may be quite frustrating to the AS Scout, other Scouts in the unit, and adult leaders alike.

How can I make my unit a "safe haven" for AS scouts?

The AS Scout is different. It is much, much harder for him to get on your wavelength than for you to understand his. His brain does not work the same way.

Work with older Scouts to help them understand that much of the AS Scout's behavior is "hard-wired." He is not inferior, or weird - just different. Older Scouts are Troop opinion leaders! Their words and example will set the tone for other Scouts, and are critical if Scouting is to be a safe and fun place for the AS Scout.

The AS Scout's behavioral tendencies may create safety issues that require special attention on the part of adult leaders. Each AS Scout is unique, and it is important to work with each Scout and his parents to understand how his behavioral tendencies may affect safety concerns. Do not generalize!

How can parents help Scout leaders?

Volunteer! Many leaders are nervous about working with AS Scouts. Knowing that you are involved eases this anxiety.

Do not act as a parent at meetings or campouts! *There are no Moms or Dads in Scouting - just adult leaders.* Help other leaders understand your AS Scout, but do not act as special coach or companion to your Scout. By working with other Scouts, you allow both your son and other adult leaders to have a richer Scouting experience.

Does Scouting provide special accommodations for boys with AS?

As with other Scouts having special needs, the Council Advancement Committee may approve requirements changes as appropriate. The age limitation for Eagle recognition can also be waived, so long as application is made before the Scout's 18th birthday.

How can I learn more about AS?

There is an excellent portrayal of an AS Adult in the movie "Rain Man," as well as some excellent books written by men and women with AS. Among the best known is *Pretending to be Normal: Living with Asperger's Syndrome* by Liane Holliday Willey, which can be found in many bookstores for about \$15. Dr. Willey also has written several other excellent books on AS.

Another good book by a non-AS professional is *Asperger's Syndrome: A Guide for Parents and Professionals* by Tony Attwood.

Theresa Bolick has written a book, *Asperger's Syndrome and Adolescence: Helping Pre-Teens and Teens Get Ready for the Real World*, aimed at those that work with Scouting-aged AS kids. Much of the perspective is useful for Scout leaders and parents alike!

Are there groups that can help me learn more?

Yes! Many have Web Resources as well. Aspergerinfo.com (<http://www.aspergerinfo.com/>) sponsors a web-based discussion group; other information is available at OASIS (Online Asperger Syndrome Information & Support <http://www.udel.edu/bkirby/asperger/>). The Autism Society of America (www.autism-society.org) provides exceptional web-based information, links, and local chapters which meet throughout the United States.

Finally, Scouting Unlimited provides resources for Scouts, leaders and other parents through your council office!



Working With Scouts With disAbilities

Making a Difference in the Life of a Scout

BSA Fact Sheet

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Scouts With Disabilities and Special Needs

Background

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, mental, and emotional disabilities. Dr. James E. West, the first Chief Scout Executive, was himself disabled. Although most of the BSA's efforts have been directed at keeping such boys in the mainstream of Scouting, it has also recognized the special needs of those with severe disabilities.

The *Boy Scout Handbook* has had braille editions for many years; merit badge pamphlets have been recorded on cassette tapes for blind Scouts; and closed-caption training videos have been produced. In 1965, registration of over-age Scouts who are mentally retarded became possible OA privilege now extended to many people with disabilities.

Today, approximately 100,000 Cub Scouts, Boy Scouts, and Venturers with disabilities are registered with the Boy Scouts of America in more than 4,000 units chartered to community organizations.

Recognition of Needs

The basic premise of Scouting for youth with disabilities is that they want most to participate like other youth and Scouting gives them that opportunity. Thus, much of the program for Scouts with disabilities is directed at (1) helping unit leaders develop an awareness of disabled people among youth without disabilities, and (2) encouraging the inclusion of Scouts with disabilities in Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

There are many units, however, composed of members with identical disabilities such as an all-blind Boy Scout troop or an all-deaf Cub Scout pack but these disabled members are encouraged to participate in Scouting activities at the district, council, area, regional, and national levels along with other Scouts. Many of these special Scouting units are located in special schools or centers that make the Scouting program part of their curriculum.

Many of the approximately 320 BSA local councils have established their own advisory committees for Scouts with disabilities. These committees develop and coordinate an effective Scouting program for youth with disabilities, using all available community resources. Local councils also are encouraged to provide accessibility in their camps by removing physical barriers so that Scouts with disabilities can participate in summer and

resident camp experiences. Some local councils also have professional staff members responsible for the program for members with disabilities.

Advancement

Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities participate in the same program as do their peers.

The BSA's policy has always been to treat members with disabilities as much like other members as possible, but it has been traditional to make some accommodations in advancement requirements if necessary. A Scout with a permanent physical or mental disability may select an alternate merit badge in lieu of a required merit badge if his disabling condition prohibits the Scout from completing the necessary requirements of a particular required merit badge. This substitute should provide a "similar learning experience." Full guidelines and explanations are available through the BSA local council and on the Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730. The local council advancement committee must approve the application. A Scout may also request changes in the Tenderfoot, Second Class, and First Class ranks. The procedures are described in *Boy Scout Requirements Y2K*, No. 33215C.

This policy is designed to keep Scouts with disabilities as much in the mainstream as possible. Practical suggestions are made to leaders as to approaches and methods they can use. Thus, a Scout in a wheelchair can meet the requirements for hiking by making a trip to places of interest in his community. Giving more time and permitting the use of special aids are other ways leaders can help Scouts with disabilities in their efforts to advance; the unit leader plays a crucial role in that effort.

Program Developments

The BSA has achieved a position of leadership in serving young people with disabilities with representatives of leading national organizations, both government and private.

BSA local councils have formed cooperative relationships with agencies, school districts, and other organizations in serving disabled people. Many of these organizations have played a part in the development of literature, audiovisuals aids, and media in braille for Scouts with disabilities and their leaders.

Each year, the BSA awards the national Woods Services Award to a leader in Scouting for disabled youth (given by the Woods Services in Langhorne, Pennsylvania). The Woods Services Award is the highest recognition awarded by the BSA in this area of service. The award is presented to that individual who has demonstrated exceptional service and leadership in the field of Scouting for disabled people. The Torch of Gold Award is available for similar presentation by local councils.

Other national support projects include materials relating to disabled people in the National Camping School syllabi as well as production of special manuals on Scouting for youth with emotional disabilities, learning disabilities, hearing impairment, physical disabilities, visual impairment, and mental retardation. A weeklong training course for people working with Scouts with disabilities is offered each summer at the Philmont Training Center.

In August 1977, the first handicap awareness trail was incorporated into the program of the national Scout jamboree at Moraine State Park in Pennsylvania. More than 5,000 Scouts participated. Since then, many local councils have created their own awareness trails, designed to make nondisabled people aware of the many problems faced by people with disabilities. Recent Scout jamborees have continued this tradition. Some local councils hold handicamporees and jamborettes that feature camping and outdoor activities for Scouts with disabilities.

An interpreter strip for Signing for the Deaf can be earned by all Scouts.

Requirements and merit badge pamphlet for a Disabilities Awareness merit badge were published in 1981 and revised in 1993. The purpose of this merit badge is to help many thousands of American youth develop a positive attitude toward individuals with disabilities. This attitude, based on study and personal involvement of people with disabilities, creates an excellent foundation for acceptance, mainstreaming, and normalization of those who are disabled.

The learning experiences provided by working toward the Disabilities Awareness merit badge helps produce changes in the attitudes of American youth as these boys pursue new experiences then share their new knowledge with friends.

More Information

Additional information and lists of literature and other aids are available from the Boy Scout Division, Cub Scout Division, and Council Services Division at the Boy Scouts of America, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079.

The Boy Scouts of America



<http://www.bsa.scouting.org/>



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Membership

The chartered organizations using Scouting determine, with approval of appropriate medical authorities, whether a youth member is qualified to register (based on the above definitions) beyond the normal registration age. The Cubmaster's signature on the Application to Join a Pack, the Scoutmaster's signature on the boy Scouts Application, the Varsity Scout Coach's signature on the Varsity Scout Application, and the Advisor's or Skipper's signature on the Venturer Application, or the leader's signature on the units charter renewal application certify the approval of the chartered organization for the youth to register. The local council must approve these registrations on an individual basis.

The medical condition of all candidates for membership beyond the normal registration age must be certified by a physician licensed to practice medicine, or an evaluation statement must be certified by an educational administrator. Use the Personal Health and Medical Record Form. Any corrective measures, restrictions, limitations, or abnormalities must be noted. In the case of candidates for membership with mental retardation or emotional disabilities, their condition must be certified by a statement signed by a licensed psychologist or psychiatrist. Current health, medical, or certification records of all disabled youth members beyond the normal registration age are to be retained in the unit file at the council service center.

Cub Scout Advancement

The advancement program is so flexible that, with guidance, most boys can do the skills. Advancement requirements should not be watered down or eliminated for boys with disabilities, although the speed at which requirements are completed and the means of explaining them might need to be adjusted and simplified. It might take longer for a disabled boy to earn his awards, but he will appreciate them more by knowing he has made the effort. The standard for every boy is "Has he done his best?"

A Cub Scout who is physically disabled may be given permission by the Cubmaster and pack committee to substitute electives for a few of the achievement requirements that are beyond his abilities. It is best to include parents in this process of determining substitutions since they are most familiar with their son's abilities.

Immediate recognition of advancement is even more important for boys with disabilities. The Immediate Recognition Kit, the den doodle, and the Den Advancement Chart all help provide immediate recognition in den meetings as achievements and electives are completed. Remember that a month seems like a long time to a boy and that completing requirements for a badge might seem like forever to him. Be sure to give him periodic recognition at den meetings and prompt recognition when he earns a badge.

While leaders must be enthusiastic about helping youngsters with disabilities, they must at the same time fully recognize the special demands that will be made on their patience, understanding, and skill in teaching advancement requirements.

CUB SCOUT SPORTS PROGRAM

The Cub Scout advancement program is adaptable. Here are a few suggestions when working with special needs Cub Scouts. Flexibility and individuality are key words to remember when adapting Cub Scouts sports for disabled people. A fast-moving sport may be difficult for many disabled Cub Scouts to follow. The pace is often too quick, and they do not have enough time to make a decision. The important key to the Cub Scout program is to do their BEST!! There are no give-aways in this program.

PHYSICALLY DISABLED

1. If a disabled Cub Scout is mainstreamed into a den, he can be the team manager, timekeeper, or responsible for the equipment. If the Cub Scout can hit a ball, a designated runner can be assigned.
2. If a bow is too difficult for a disabled youth to pull back, there are three options available: (a) an assistant can pull the string back as the youth aims, (b) darts may be used, or (c) a crossbow could be used.
3. Swimming is an excellent source of exercise, but artificial aids may be needed to help the youth move across the pool. The length of time in the water may have to be short. Keep in mind that some disabled youth may develop health problems if the water is too cold.
4. Miniature golf could be used instead of a full golf course. Other alternatives include wheelchair races rather than cycling, ski sledding rather than skiing, and playing T-ball rather than softball or baseball.
5. When bowling, ramps can be used with wheelchairs, and guide rails can be used with visually impaired youth. For basketball, youth can use a scooter board.
6. Wheelchair soccer, basketball and volleyball are easy to adapt for physically disabled youth.
7. Physical fitness can be adapted to each individual boy.

MENTALLY DISABLED

1. Baseball could be too fast, but t-ball or softball can be used.
2. Basketball games with mentally disabled Cub Scouts are as exciting as any high school game. The only adaptations are minor changes in the rules; for example, the 3-second rule is not used, players can cross the center line, and double dribbling is permissible.
3. Most disabled youth participate in physical fitness activities, and Special Olympics games are held in the summer and winter. Youth can run, throw, jump, and sometimes even ski with no limits.
4. Soccer and volleyball are excellent with a few changes in the rules, but the timing is difficult in tennis and table tennis.
5. Cycling may be possible, but the danger on the road to some disabled youth makes cycling a sport not to encourage. Ice-skating is very difficult for many disabled youth, but with parental assistance, it can be possible.
6. Several ideal sports for disabled youth include fishing, horseshoes, gymnastics, and aerobics, hiking and walking.
7. Sports rating the highest in acceptability for mentally retarded youth are swimming, softball, soccer, basketball and physical fitness.

Clause 4. Ranks. There shall be the following ranks in Cub Scouting: Tiger Cub, Bobcat, Wolf, Bear, Webelos, and Arrow of Light. The requirements shall be authorized by the Executive Board and set forth in official Cub Scout publications.

Boy Scout Advancement

Clause 5. Basis for Advancement. The Boy Scout requirements for ranks shall be the basis for the Scout's advancement. There shall be four steps in Boy Scout advancement procedure: learning, testing, reviewing, and recognition.

Clause 6. Ranks. There shall be the following ranks in Boy Scouting: Tenderfoot, Second Class, First Class, Star, Life, and Eagle. The requirements shall be those authorized by the Executive Board and set forth in official Scouting publications. Eagle Palms may also be awarded on the basis of requirements authorized by the Executive Board and set forth in official Scouting publications.

Clause 7. Responsibility of the Troop Committee. It shall be the responsibility of the troop committee, under the leadership and guidance of the local council, to make sure that the program of the troop is conducted in such a way that Scouts have an opportunity to advance on the basis of the four steps outlined in clause 5.

Varsity Scout Advancement

Clause 8. Basis for Advancement. The Boy Scout requirements for advancement shall be the basis for Varsity Scout advancement.

Clause 9. Responsibility of the Team Committee. It shall be the responsibility of the team committee, under the leadership and guidance of the local council, to make sure that the program of the team is conducted in such a way that Varsity Scouts have an opportunity to advance on the basis of the four steps outlined in clause 5.

Venturing Recognition

Clause 10. Basis for Advancement.

- a. The Venturing advancement program shall be the basis for the Venturer's advancement. There shall be four steps in Venturing advancement procedures: preparation, learning, qualification, and recognition.
- b. A male Venturer who has achieved the First Class rank as a Boy Scout in a troop or as a Varsity Scout in a team may continue working toward the Eagle Award while a Venturer until his 18th birthday. There is no Venturing advancement route to qualify for the Eagle Award.

Clause 11. Ranks.

- a. There shall be awards and ranks in Sea Scouts, BSA, the requirements for which shall be approved by the Executive Board as proposed by the Venturing Committee and set forth in Sea Scouting and Venturing publications.
- b. With the exception of Sea Scouts, BSA, there are no ranks in the Venturing program.

Examination in Camps

Clause 12.

- a. In special instances, where Scouts are attending educational or similar institutions and/or camps which give an intensive Scouting program, said institutions and camps may, upon application, be authorized by the Corporation to give the prescribed examinations and pass Scouts in such manner and with such special conditions as the facts presented (as to the facilities and leadership of the institution or camp) may, in the judgment of the Corporation, warrant.
- b. Upon the recommendation of the Corporation, authority may be granted annually for the above privileges to Scout camps or camps conducted by authorized representatives of the Boy Scouts of America that submit evidence of maintaining the program standards, provided their programs have been approved by the Corporation. No exception shall be made to the time requirements to qualify for rank advancement or for the award of Eagle Palms.

Responsibility for Merit Badges

Clause 13. The responsibility for merit badges shall rest with the merit badge counselor approved by the local council and district advancement committee. Merit badge counselors shall be registered adult members of the Boy Scouts of America. The merit badge counselor shall prepare and qualify youth members. There shall be no board of review

ARTICLE XI. (REGISTRATION)—RULES AND REGULATIONS

SECTION 3

Special Types of Registration

Clause 19. Mentally Retarded or Severely Physically Handicapped Youth Members. In the discretion of the Executive Board, and under such rules and regulations as it may prescribe upon consultation with appropriate medical authorities, registration of boys who are either mentally retarded or severely physically handicapped, including the blind, deaf, and emotionally disturbed; over age 11 as Cub Scouts and over age 18 as Boy Scouts, or Varsity Scouts; and registration of young adults who are either mentally retarded or severely physically handicapped, including the blind, deaf, and emotionally disturbed; over age 21 as Venturers, and the participation of each in the respective advancement programs while registered, is authorized.

Advancement for Youth Members With Special Needs

The following are the guidelines for membership and advancement in Scouting for persons having disabilities or other special needs.

The Americans with Disabilities Act of 1990 (ADA) provides the following definition of an individual with a disability:

"An individual is considered to have a 'disability' if s/he has a physical or mental impairment that substantially limits one or more major life activities (e.g., . . . seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working), has a record of such an impairment, or is regarded as having such an impairment.

"An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, mental retardation, or a specific learning disability, is covered, but an individual with a minor, nonchronic condition of short duration, such as a sprain, broken limb, or the flu would not be covered by the ADA.

"The ADA definition protects individuals with a record of a disability and would cover, for example, a person who has recovered from cancer or mental illness.

"And the ADA protects individuals who are regarded as having a substantially limiting impairment, even though they may not have such an impairment. For example . . . a qualified individual with a severe facial disfigurement is protected from being denied employment because an employer feared the 'negative reactions' of customers or co-workers."

The Department of Education identifies a severely handicapped child as one who, because of the intensity of his physical, mental, or emotional problems, or a combination of such problems, needs education, social, psychological, and medical services beyond those that have been offered by traditional regular and special educational programs, in order to maximize his full potential for useful and meaningful participation in society and for self-fulfillment. Such children include those classified as seriously emotionally disturbed or profoundly and severely mentally retarded, and those with two or more serious handicapping conditions, such as the mentally retarded blind, and the cerebral-palsied deaf.

Membership

The chartered organizations using Scouting determine, with approval of appropriate medical authorities, whether a youth member is qualified to register (based on the above definitions) beyond the normal registration age. The Cubmaster's signature on the Cub Scout Application, the Scoutmaster's signature on the Boy Scout Application, the Varsity Scout Coach's signature on the Varsity Scout Application, and the Advisor's or Skipper's signature on the Venturing Application, or on the unit's charter renewal application certify the approval of the chartered organization for the person to register. The local council must approve these registrations on an individual basis.

The medical condition of all candidates for membership beyond the normal registration age must be certified by a physician licensed to practice medicine, or an evaluation statement must be certified by an educational administrator. Use the Personal Health and Medical Record Form. Any corrective measures, restrictions, limitations, or abnormalities must be noted. In the case of mentally retarded or emotionally disturbed candidates for membership, their condition must be certified by a statement signed by a licensed psychologist or psychiatrist. Current health, medical, or certification records of all youth members beyond the normal registration age who have disabilities are to be retained in the unit file at the council service center.

Advancement for Cub Scouts With Disabilities

The advancement program is so flexible that, with guidance, most boys can do the skills. It might take longer for a disabled boy to earn his awards, but he will appreciate them more by knowing he has made the effort. The standard for every boy is "Has he done his best?"

A Cub Scout who is physically disabled may be given permission by the Cubmaster and pack committee to substitute electives for achievement

requirements that are beyond his abilities. It is best to include parents in this process of determining substitutions since they are most familiar with their son's abilities.

Immediate recognition of advancement is even more important for boys with disabilities. The Tiger Cub and Cub Scout Immediate Recognition Kits, the den doodle, and the Den Advancement Chart all help provide immediate recognition in den meetings as achievements and electives are completed. Remember that a month seems like a long time to a boy and that completing requirements for a badge might seem like forever to him. Be sure to give him periodic recognition at pack meetings when he earns a badge.

While leaders must be enthusiastic about helping youngsters with disabilities, they must at the same time fully recognize the special demands that will be made on their patience, understanding, and skill in teaching advancement requirements.

Advancement for Boy Scouts With Disabilities

All current requirements for an advancement award (ranks, merit badges, or Eagle Palms) must actually be met by the candidate. There are no substitutions or alternatives permitted except those which are specifically stated in the requirements as set forth in the current official literature of the Boy Scouts of America. Requests can be made for alternate rank requirements for Tenderfoot, Second Class, and First Class using the information outlined in this chapter. No council, district, unit, or individual has the authority to add to, or to subtract from, any advancement requirements. The Scout is expected to meet the requirements as stated—no more and no less. Furthermore, he is to do exactly what is stated. If it says, "show or demonstrate," that is what he must do. Just telling about it isn't enough. The same thing holds true for such words as "make," "list," "in the field," and "collect, identify, and label."

INDIVIDUAL SCOUT ACHIEVEMENT PLAN

Why an "Individualized Scouting Advancement Plan"? (ISAP)

Each Scout is different, and brings their individual gifts and challenges to the unit. Each will follow a different path in life. Regardless of their personal physical, mental, or emotional attributes each will give to and take something from Scouting. We can only hope to positively effect those contributions.

An ISAP can be a natural follow up to the all-important entry meeting with the youth and family where the leader has an opportunity to meet and learn about the future Scout and explain how Scouting can be part of the youth's life.

The Scouting handbooks and policies cannot address each individual, they merely set guidelines. So, it is often useful to reach an understanding as to how certain goals can be met. The ISAP forms a "contract" or roadmap which the Scout, his parents and mentors, or other leaders can reference or, if necessary, update.

Particularly in the case of a Scout with disAbilities, an ISAP helps form the support for District and Council staff who do not know the particular Scout except by the record of accomplishments.

We hope that this form will be of use to you and we are interested in any comments or suggestions that you may have.

INDIVIDUAL SCOUT ACHIEVEMENT PLAN

15 June 1999

Introduction



Form provided by: Working With Scouts with disAbilities (WWSWd)

<http://boyscouts-marin/wwwswd/wwwswd.htm>

INDIVIDUAL SCOUT ACHIEVEMENT PLAN

The approval of alternate requirements should be discussed with the Scout, parents, and Scout Leader. An agreement is reached and forwarded for council advancement committee approval BEFORE starting to work on the requirement. This is a sample of an "agreement" that can be reached and then forwarded for approval. This is an individualized achievement plan that is non-threatening and non-judgmental. It begins as a basic "contract" which can be used for all Scouts, and is modified by addendum. The idea is that every Scout sees the "contract" as personal so that no segment is singled out.

INDIVIDUAL SCOUT ACHIEVEMENT PLAN AND CONTRACT for:

Scout Name _____ Date of Birth _____
Troop/Team/Crew/Ship _____ District _____
Council _____

Statement of Belief: Every boy in Scouting is a candidate for the Eagle Award. The only limitations upon achievement of that award should be that boy's individual desire, focus, and perseverance.

Objective: To provide a safe haven for personal growth free from adversity such as hazing, disrespectful or threatening behaviors by others, but filled with opportunities and challenges.

Methodology: To encourage, and within reasonable guidelines provide, each boy with the opportunity and avenues to achieve his personal goals and chosen level of success. To remove unreasonable and unnecessary barriers, through creative thinking and actions, which may impede a boy in achieving his personal goals. At the same time the Scouting experience will not lessen the challenges necessary to actual personal growth. Addendums to the Contract may be made to define requirements.

Expectations of Performance: Each boy is expected to do his best.

CONTRACT:

I, _____, Scoutmaster/Coach/Skipper/Advisor/, promise to do my best to deliver upon the Statement of Belief, Objective, and Methodology expressed above.

_____(signature) _____(date)

I, _____, Boy Scout, and Eagle Award candidate, promise that on my honor I will do my best in working towards my personal goals.

_____(signature) _____(date)

ADDENDUM TO INDIVIDUAL SCOUT ACHIEVEMENT PLAN for:

Scout Name _____ Date of Birth _____
Troop/Team/Crew/Ship _____ District _____
Council _____

Addendums are required if it is determined that a Boy Scout has specific health, mental or physical attributes which are of a permanent nature and, for reasons beyond his control, may create an impediment towards achievement of the Eagle Award. The safety of each Scout is part of this consideration. Requirements may be redefined to maintain the challenge but provide an alternative path towards achievement. This Addendum may be amended, in the future, by mutual consent.

INSTRUCTIONS:

1. Physical or mental disabilities of a permanent, not temporary, nature allow the development of alternative requirements for advancement and achievement.
2. Any limitations leading to alternative requirements should be supported by a physician's statement, or certification by an educational administrator, based upon a permanent condition.
3. The Scout shall attempt to complete, to the extent possible, the regular requirements before modifications are sought, and any alternative requirements shall be as demanding of effort by the Scout as the regular requirements.
4. Modifications and alternative requirements must receive prior approval by the Council's Advancement Committee. This Committee should record and deliver its decision to the Scout and the Scout leader.
5. Alternate requirements involving physical activity shall have a physician's approval.
6. The unit leader and any board of review must explain to the Scout that he is expected to do his best up to the limits of his resources.

Further reference: Advancement for Youth Members with Special Needs, Advancement Committee Policies and Procedures, BSA No. 33088 (current revision).

ADDENDUM TO INDIVIDUAL SCOUT ACHIEVEMENT PLAN for:

Scout Name _____ Date of Birth _____

THE STANDARD REQUIREMENT (State the ranks and the requirement number)

MODIFICATIONS AND ALTERNATIVE REQUIREMENT(S) (Describe in detail the modified alternative requirement)

NARRATIVE SUMMARY (Why this Scout's circumstances make him unable to complete, in the way normally described, the "standard" requirements)

MEDICAL STATMENT:

As a result of a thorough examination of _____
on ___/___/___ I find that he has a permanent mental or physical disAbility, which is accurately described above, and which will inhibit him from completing the requirements as generally stated. However, I find that he can safely complete the requirements as stated as modified below.

Signed _____ (Physician licensed to practice medicine)

Physician's Office Address: _____

Physician's Office Telephone Number: _____

Attach additional documents if applicable.

ADDENDUM TO INDIVIDUAL SCOUT ACHIEVEMENT PLAN for:

Scout Name _____ Date of Birth _____

SCOUT'S STATEMENT: I, _____, Boy Scout, and Eagle Award candidate, promise that on my honor I will do my best in working towards my personal goals. The following requirements are meant to strengthen me so that I can improve my abilities. I will do my best in completing them as written or as modified.

(signature) _____ (date)

PARENTAL STATEMENT: In view of my son's expressed desire to advance in Scouting, his personal commitment to do his best, and the Scout leaders' commitment to encourage him along that pathway consistent with his abilities, I agree to the requirements as written or modified. If any further modification is deemed warranted, I understand that such can be negotiated.

(signature) _____ (date)

SCOUT LEADER'S STATEMENT: I agree with, and support, _____ desire to progress in the paths of Scouting. Any program modifications agreed to are viewed as challenging as those expected of any other Scout. My objective will be to provide opportunities for success consistent with health and safety considerations.

(signature) _____ (date)

APPROVAL OF THE COUNCIL COMMITTEE

The Council Advancement Committee approves the above modifications for advancement because of the Scout's permanent physical or mental disabilities.

(signature) _____ (date)

Notification sent to the Scout/Parents and Scout Leader on _____ (date)

INDIVIDUAL SCOUT ACHIEVEMENT PLAN

15 June 1999 Page 4 of 4



Form provided by: Working With Scouts with disAbilities (WWSWd)
<http://boyscouts-marine/wswd/wswd.htm>

Alternate Requirements for Tenderfoot, Second Class, and First Class Ranks

A Scout who has a permanent physical or mental disability and is unable to complete all of the requirements for Tenderfoot, Second Class, or First Class rank may submit a request to the council advancement committee to complete alternate requirements. Below are the procedures for applying for alternate requirements.

To keep Scouts with disabilities as much in the advancement mainstream as possible, some advancement accommodations may be required. Thus, a Scout in a wheelchair can meet the requirements for hiking by making a trip to a place of interest in his community. Giving more time and permitting the use of special aids are other ways leaders can help Scouts with disabilities in their efforts to advance. The substitute should provide a similar learning experience. Bear in mind the outcome of the Scouting experience should be one of fun and learning, and not completing requirements for rank advancements, which might place unrealistic expectations on the special-needs Scout.

Step 1—Do As Many Standard Requirements As Possible.

Before applying for alternate requirements, the Scout must complete as many of the standard requirements as his ability permits. He must do his very best to develop himself to the limit of his abilities and resources.

Step 2—Secure a Medical Statement.

A clear and concise medical statement concerning the Scout's disabilities must be submitted by a licensed health-care provider. It must state that the disability is permanent and outline what physical activities the Scout may not be capable of completing. In the case of a mental disability, an evaluation statement should be submitted by a certified educational administrator relating the ability level of the Scout.

Step 3—Prepare a Request for Alternate Requirements.

A written request must be submitted to the council advancement committee for the Scout to work on alternate requirements for Tenderfoot, Second Class, and First Class ranks. The request should include the standard requirements the Scout has completed and the suggested alternate requirements for those requirements the Scout cannot complete. This request should be detailed enough to give the advancement committee enough information to make a decision. The request should be prepared by the Scout, his parents, and his Scoutmaster. A copy of the medical statement in step 2 should be included.

Step 4—The Advancement Committee Reviews the Request.

The council advancement committee should review the request, utilizing the expertise of professional persons involved in Scouts with disabilities. The advancement committee may want to interview the Scout, the parents, and the leader to fully understand the request and to make a fair determination. The decision of the advancement committee should be recorded and delivered to the Scout and the Scoutmaster.

The council committee responsible for advancement must then secure approval of the council executive board. The Scout executive must attach a letter to the application indicating that the executive board has approved the application.

The candidate's application for the award must be made on the Eagle Scout Rank Application or Quartermaster Award Application and recorded on the Advancement Report form.

In the application of these policies for Scouts with special needs, reasonable accommodation in the performance of requirements for advancement may be made. These may include such things as the extension of time, adaptation of facilities, or the use of equipment or necessary devices consistent with the known physical or mental limitations of the handicapped individual. It is urged that common sense be employed.

Alternate Merit Badges for the Eagle Scout Rank

1. The Eagle Scout rank may be achieved by a Boy Scout, Varsity Scout, or qualified* Venturer who has a physical or mental disability by qualifying for alternate merit badges. This does not apply to individual requirements for merit badges. Merit badges are awarded only when all requirements are met as stated.
2. The physical or mental disability must be of a permanent rather than a temporary nature.
3. A clear and concise medical statement concerning the Scout's disabilities must be made by a physician licensed to practice medicine, or an evaluation statement must be certified by an educational administrator.
4. The candidate must earn as many of the required merit badges as his ability permits before applying for an alternate Eagle Scout rank merit badge.
5. The candidate must complete as many of the requirements of the required merit badges as his ability permits.
6. The Application for Alternate Eagle Scout Award Merit Badges must be completed prior to qualifying for alternate merit badges.
7. The alternate merit badges chosen must be of such a nature that they are as demanding of effort as the required merit badges.
8. When alternates chosen involve physical activity, they must be approved by the physician.
9. The unit leader and the board of review must explain that to attain the Eagle Scout rank, a candidate is expected to do his best in developing himself to the limit of his resources.
10. The application must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for people with special needs.
11. The candidate's application for Eagle must be made on the Eagle Scout Rank Application, with the Application for Alternate Eagle Scout Award Merit Badges attached.

Certification

Certification must be given by the appropriate local council committee responsible for advancement that each Eagle Scout candidate over the age of 18 and Venturing award candidate over the age of 21 has met the requirements as stated in the current official literature of the Boy Scouts of America. (A representative of the council advancement committee must be a member of the Eagle board of review.)

Woods Services Award

This annual award was established to recognize volunteers who have performed exceptional service and leadership in the field of Scouts with disabilities. Nomination forms are sent annually to councils every September with a December 31 deadline. One person is selected each spring for national recognition.

Torch of Gold Certificate

This is for local council use in recognizing adults for outstanding service to youth with disabilities. Order No. 33733.

*In order for a Venturer to be an Eagle candidate, he must have achieved the First Class rank as a Boy Scout or Varsity Scout.

GUIDELINES FOR ADVANCEMENT TO EAGLE SCOUT RANK FOR SCOUTS WITH DISABILITIES



1. The Eagle Scout rank may be achieved by a Boy Scout, Varsity Scout, or qualified Explorer (candidate) who has a physical or mental disability by qualifying for alternate merit badges. This does not apply to individual requirements for merit badges. Merit badges are awarded only when all requirements are met as stated.
2. The physical or mental disability must be of a permanent rather than a temporary nature.
3. A clear and concise medical statement must be made by a physician licensed to practice medicine, or a school administrator, concerning the Scout's disability.
4. The candidate must earn as many of the required merit badges as his ability permits before applying for an alternate merit badge.
5. The candidate must complete as many of the requirements of the required merit badges as his ability permits.
6. This form, Application for Alternate Eagle Scout Rank Merit Badges, must be completed prior to the candidate's qualifying for alternate merit badges.
7. The alternate merit badges chosen must be of such a nature that they are as demanding of effort as the required merit badges.
8. When alternates chosen involve physical activity, they must be approved by the physician.
9. The unit leader and the board of review must explain that to attain the Eagle Scout rank a candidate is expected to do his best in developing himself to the limit of his resources.
10. This application must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for the disabled.
11. The candidate's application for Eagle Scout must be made on the Eagle Scout Rank Application, No. 58-728, with this form and the Eagle Scout Service Project Workbook attached when submitted to the council for his Eagle Scout board of review.

The Purpose of the Eagle Scout Award

A recipient of the Eagle Scout Award is a Boy Scout, Varsity Scout, or qualified Explorer who applies the principles of the Scout Oath and Law in his daily life. He has achieved the qualities listed below because of determination and persistence through the advancement program.

- Concern for others
- Ability to help others through skills he has learned
- Ability to live and work cooperatively with others by meeting his responsibility to his patrol and troop
- Concern for self by improving his physical fitness to the limits of his physical resources
- Capacity for leadership

*In order for an Explorer to be an Eagle Scout candidate, he must have achieved First Class rank as a Boy Scout or Varsity Scout.

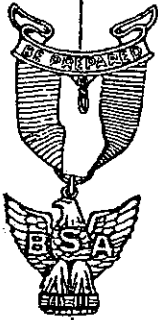
APPLICATION FOR ALTERNATE EAGLE SCOUT RANK MERIT BADGES

INSTRUCTIONS

This application includes the necessary information to properly apply for alternate merit badges on the route to Eagle Scout. Below, you will find the steps to follow from the initiation of the application to the awarding of the Eagle Scout rank.

1. The unit leader (Scoutmaster, Coach, or Advisor) initiates this application on behalf of a Boy Scout, Varsity Scout, or qualified* Explorer (candidate).
2. Follow the instructions on this application to determine the alternate merit badge(s).
3. Secure a clear and concise medical statement from a physician licensed to practice medicine, or a school administrator, concerning the Scout's disability.
4. The unit leader and unit committee chairman hold a conference with the candidate and his family present. They determine the alternate merit badges for those requirements which physical or mental disability prevents him from doing.
5. The district or council committee then reviews the proposed alternate merit badges. (If approved by the district, its recommendations would be forwarded to the council committee for final approval.)
6. **After council approval, the candidate starts to qualify.**
7. Upon completion of the Eagle Scout rank requirements, using the alternate merit badges, the candidate appears before the board of review. This application should be attached to the Eagle Scout rank application.
8. **Following a successful board of review, the council processes both applications and forwards them to the National Eagle Scout Service. The local council action on the use of alternate merit badges for the Eagle Scout rank does not require National Council approval.**

*In order for an Explorer to be an Eagle Scout candidate, he must have achieved First Class rank as a Boy Scout or Varsity Scout.



BOY SCOUTS OF AMERICA

APPLICATION FOR ALTERNATE EAGLE SCOUT RANK MERIT BADGES

To: The District Advancement Committee

_____ District
_____ Council

Gentlemen:

We are submitting this application in behalf of _____
_____ (Name of candidate) of Unit No. _____

chartered to _____
and located in _____
Community State

Because of the disability (see the medical or administrative statement below), we believe that he is physically or mentally unable to complete the requirements for the following merit badge or badges required for the Eagle Scout rank:

Because of his excellent performance, perseverance, and Scouting spirit, and following a personal conference with him and his family, we recommend that the following alternate merit badge or badges be assigned to him, feeling that they will be equally challenging and useful, but within his capability:

Date _____

Signed _____
Unit leader

Signed _____
Unit committee chairman

Parent Statement

In view of the medical or administrative statement (below), and following a conference with _____'s Scouting leaders, we approve the alternate method of application for Eagle Scout rank merit badges and the merit badges recommended as alternates.

Date _____

Signed _____
Parent or guardian

Medical or Administrative Statement

As a result of a thorough examination or testing of _____
_____ (Name of candidate) on _____
Date

I find that he has a physical or mental disability that would prevent him from completing the requirements for the merit badge or badges as shown above.

REASONS FOR INABILITY:

Date _____

Signed _____



District Certificate

We have reviewed the situation regarding _____

Name of candidate

and in review of the medical or administrative statement, and his excellent record in Scouting, we feel he could follow the alternate Eagle Scout rank merit badge method of achieving the Eagle Scout rank. We recommend to the council advancement committee that the merit badge or badges on the preceding page be assigned to him as alternates.

Date _____

Signed _____
District representative

Signed _____
District

Council Committee Action

The recommendations of the _____ District
in regard to alternate merit badge(s) for _____

Name of candidate

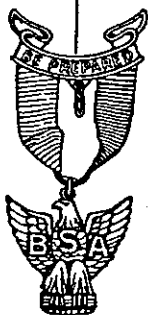
have been reviewed, and the merit badges recommended have been approved as alternate merit badges for Eagle Scout rank requirements.

Date _____

Signed _____
Council chairman

Signed _____
Scout executive

(The local council action on the alternate merit badges for the Eagle Scout rank does not require National Council approval.)



Possible alternates for required merit badges*

CAMPING

Cooking
Cycling
Hiking
Rowing

COMMUNICATIONS

Electronics
Journalism
Photography
Graphic Arts
Public Speaking
Radio

EMERGENCY PREPAREDNESS OR LIFESAVING

Fire Safety
Motorboating
Public Health
Radio
Rowing
Traffic Safety

PERSONAL FITNESS, SWIMMING, OR SPORTS

Archery
Canoeing
Cycling
Golf
Hiking
Horsemanship
Orienteering
Pioneering
Rowing
Skating
Skiing
Waterskiing

ENVIRONMENTAL SCIENCE

Fish and Wildlife Management
Geology
Nature
Soil and Water Conservation
Weather

PERSONAL MANAGEMENT

Consumer Buying
Agribusiness

SAFETY

Fire Safety
Public Health
Traffic Safety

*These possible alternates are suggested to give each person involved in selecting an alternate a list to choose from that could provide similar learning experience. If, after a careful review of the requirements, it does not seem possible that the individual can meet the requirements of one of the suggested alternates, apply for other alternates using this form.

It is important that unit leaders use reasonable accommodation and common sense in the application of the alternate merit badge program. This plan is designed to provide advancement opportunities for Boy Scouts, Varsity Scouts, or Explorers with disabilities.

SCOUTING RESOURCES FOR SERVING YOUTH WITH DISABILITIES



FOR COUNCILS AND DISTRICTS

The following resources are used to increase the awareness of council and district Scouters as well as help the council develop working relationships with other local agencies/organizations working with people with disabilities:

Council Advisory Committee on Youth With Disabilities, No. 89-239A

Scouting for Youth With Emotional Disabilities, No. 32998D

Scouting for Youth With Physical Disabilities, No. 33057D

Scouting for Youth With Mental Retardation, No. 33059C

Scouting for Youth Who Are Deaf, No. 33061B

Scouting for the Blind and Visually Impaired, No. 33063D

Scouting for Youth With Learning Disabilities, No. 33065B

Torch of Gold Certificate, No. 33733 (for local use in recognizing adults for outstanding service to youth with disabilities)

Woods Services Award nomination form, No. 89-258 (is revised and sent to councils every September with a December 31 deadline. One person is selected each spring to receive this national award.)

Including People With Disabilities in Camp Programs is available from the American Camping Association bookstore, 800-428-2267. (Provides insights and suggestions for making inclusion work in camp programs)

Design examples for barrier-free facilities (Order from the Engineering Service, BSA.)

Accessibility Standards for Camp Facilities

Barrier-Free Troop Site

Barrier-Free Tent Frame

Barrier-Free Latrine/Shower for Campsite

Existing BSA Facilities and the Americans with Disabilities Act

Scouts With Disabilities and Special Needs Fact Sheet, No. 02-508B, is available from Marketing and Communications Division in the National Office, 972-580-2263



FOR CUB SCOUT PACKS

Audio recordings of **Cub Scout Leader, Wolf, Bear, and Webelos Books** are available on loan through the free library service provided by the National Library Service for the Blind and Physically Handicapped, Library of Congress. Families should ask their cooperating library for the **Cub Scout Leader Book, Wolf Cub Scout Book, Bear Cub Scout Book, or Webelos Scout Book**. For more information, including eligibility requirements and the nearest cooperating library, call 800-424-9100 or visit the Library of Congress on the Internet at <http://lcweb.loc.gov/nls> or <http://www.loc.gov/nls>.

Braille printings of **Tiger Cub Activity Book, Parent's Guide, Bobcat, Wolf Cub Scout Book, and Bear Cub Scout Book** are available from The Lighthouse of Houston, 713-527-9561

Braille printings of the **Wolf Cub Scout Book, Bear Cub Scout Book, Webelos Scout Book, and Parent's Guide**. National Braille Association, 585-427-8260



FOR BOY SCOUT TROOPS

A Guide to Working With Boy Scouts With Disabilities, No. 33056B

Disabilities Awareness Merit Badge Pamphlet, No. 33370

My Scout Advancement Trail, No. 33499B (a record book to help a boy use the Boy Scout recognition bead system to recognize small, bite-sized attainment of individual requirements for Tenderfoot, Second Class, and First Class ranks)

Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730

Boys' Life magazine in braille. Contact the National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C., for the address and telephone number of the library in your state, 202-707-5100

Recordings of the **Boy Scout Handbook** and various merit badge pamphlets. Recordings for the Blind and Dyslexic, 800-221-4792

Boy Scout Handbook in braille. The Lighthouse of Houston, 713-527-9561

Boy Scout Handbook in large print. Boy Scout Division, 972-580-2211

BSA merit badge pamphlets. National Braille Association, 585-427-8260



FOR VENTURING CREWS

Pope Pius XII Participant Manuals in braille can be rented from the Relationships Division in the National Office in Irving, TX, at 972-580-2119. There is a minimal rental cost of \$2.00 each, plus shipping and a security deposit of \$25.00 (to be refunded when texts are returned within a six-month time frame).



FOR LEARNING FOR LIFE GROUPS

Champions Program: A Resource for Special Needs Classrooms, No. 32115A
(57 lesson plans)

Incentive Stickers for Champions: Special Needs, No. 32145C

Champions Honor Wall Chart: Special Needs, No. 32146A

Individual Recognition Charts, No. 32152

Iron-Ons for Champions, No. 32147

CLOSED CAPTIONED VIDEOS

<i>Cub Scout Leader Fast Start Orientation</i>	AV-01V022A
<i>Boy Scout Leader Fast Start Orientation</i>	AV-02V026
<i>New Crew Fast Start</i>	AV-03V013
<i>Post Advisors' Fast Start</i>	AV-09V030
<i>Post Officers' Fast Start</i>	AV-09V028
<i>Cub Scout Leader Specific Training</i>	AV-01V013
<i>Scoutmaster and Assistant Scoutmaster Specific Training</i>	AV-02V015
<i>New Leader Essentials</i>	AV-02V016
<i>Youth Protection Guidelines</i>	AV-09V001A
<i>A Time to Tell</i>	AV-09V004
<i>It Happened to Me</i>	AV-09V011
<i>Personal Safety Awareness</i>	AV-09V027
<i>Youth Protection Guidelines for Adult Venturing Leaders</i>	AV-03V014
<i>Troop Open House</i>	AV-02V018

About Closed Captioning. Captions enable viewers who are deaf to participate in televised programming. Like subtitles, captions display spoken dialogue as printed words on the television screen. Unlike subtitles, captions are specifically designed for viewers with hearing loss. Captions are carefully placed to identify speakers, on- and off-screen sound effects, music, and laughter.

Closed captions are hidden as data within the television signal, and they must be decoded to be displayed on your TV screen. With either a set-top decoder or one of the new caption-ready sets you can switch captions on or off with the touch of a button.



BOY SCOUTS OF AMERICA



disAbility Awareness Night Planning

(Editorial Note: Though written for Cub Scouts, this article is applicable to all Scouting and Guiding units. - WWSWd)

Planning a disAbility Awareness Night can be a rewarding experience for you and your boys. Incorporating this into your program follows the Ethics in Action program and reinforces the character-building goals that have always been part of the Scouting program.

Cub Scout age boys are often faced with conflicting messages that sharply contradict the positive values taught in their families and in the Boy Scout program. Packs that incorporate programs that teach awareness, tolerance, respect, understanding and kindness can play an important role in combating the peer pressure boys face.

As you begin planning a disAbility Awareness Night, consider these things:

- Check with your council offices to see if they have a professional assigned in this area. If they do, it could be an invaluable resource.
- Check with your District Advancement Chairman to obtain the names of the Disability Awareness Merit Badge Counselors. Many of them are professionals in the field and are more than willing to assist.
- Check to see if there is a Cub Pack or Boy Scout Troop in your area that has some of these special Scouts. Remember, for their rank advancement, disAbleD Scouts must meet the same requirements as all others. Perhaps they are working on their Communications or Public Speaking Merit Badge and would take the opportunity to assist you.
- All Boy Scouts have the opportunity to earn the Disability Awareness Merit Badge. By putting on a disAbility Awareness Night you are assisting them in achieving several of the requirements. Check with a Boy Scout Troop in your area, as they can be a great assistance in helping to obtain information (it's one of the requirements).
- Your local hospital or medical center have education programs and could provide instruction and explanation to the Scouts. They also have a variety of other resources available.
- Your District Executive, Merit Badge Counselors, or medical professionals can also obtain copies of materials from some of the local organizations that you can distribute.
- Check with local schools for special children to see if they would like to participate. It's quite heartwarming to see a large group sign the Pledge of Allegiance. Perhaps they will assist your Scouts in signing the Cub Scout Promise as part of the opening ceremony.

If this is your first time, please be aware of the sensitivity of others. Some of your Cubs may be introduced to disAbility awareness for the first time. It is important to make them aware that Scouts are...Courteous, Helpful, Friendly and Kind...

You should visit the Working With Scouts With disAbilities web site at <http://boyscouts-marine.org/wswd/wswd.htm>. This site is run by volunteer Scouters who believe that every boy deserves the opportunities of Scouting. The WWSWd site is constantly enhancing and improving the material available, so be sure to check back often.

Go to <http://www.main.org/boyscout/mpwdisab.htm> and take a look at what Troop and Pack 49 have done to make their Scouts aware. Perhaps you can obtain some similar literature for a handout.

While much is made over the use of "politically correct" language in our society, teaching our Cubs that their words can hurt is essential. These words are suggested to teach your Cubs words that do not hurt those they are trying to learn to be empathetic toward: enAbleD, disAbility, disAbleD...not

handicapped, wheel chair user...not wheel chair bound.

Equally important to language is our attitude toward equipment : wheelchairs, crutches, braces, walkers, etc., are the tools of the disAbled, not toys. Treat the disAbled Scout with all the respect and consideration that you do with other Scouts. If the game being played requires a blindfold, the blind or visually impaired Scout should be given one as well. If the Scout is in a wheelchair, don't stand over him to talk to him bend down to communicate face to face. If a hearing impaired Scout has a signer, respond to the Scout not the signer.

Some suggestions for disAbility Awareness stations:

- Wear glasses that have been smeared with Vaseline to simulate impaired vision.
- Place cotton in the ear to simulate deafness. (Make sure an adult supervises this so that more problems aren't created!)
- Tie both legs together to simulate walking problems. Use a walker.
- Have different sayings from the Wolf/Bear book were written out in sign language for one scout to do - the rest of the den had to figure out what he was saying. The den did get a copy of the sign language alphabet to help them.
- Make a Braille board with dots of hot glue on a piece of cardboard - again different scout sayings were used - cheat sheet was available.
- Use a balance board, a circular board with a x below also circular, to simulate inner ear problems. (see teeterboard jousting in the How-To Book)
- Wrap 2 fingers together to simulate a broken finger then tie your shoes.
- Use a pair of crutches or a walker to go through an obstacle course.
- Place a strip of printed material in front of a mirror. Have the scout write what he sees in the mirror.
- Write your name with the opposite hand you usually use.
- Try to stack pennies on a table while wearing heavy winter gloves to simulate having difficulties gripping things.
- Play Tug of War except tie the Cubs legs together and play it on the floor.
- Play volleyball with a balloon. The balloon moves slower than a regular ball and gives the opportunity for the disAbled Scout to reach it.
- Stuffing several giant size marshmallows in Cub's mouth, and then ask him a number of questions about himself, his family, or say the Cub Scout Promise or Motto.
- When the Cub isn't understood, the station leader asks questions to try to understand what he is saying. This simulates having a problem with having your speech understood & how frustrating it can be.
- Tie one arm around the chest and try putting on a button-up shirt...using only one arm. A Boy Scout who only has one arm did this activity at a Cub Day Camp. He had a good time showing others the difficulties that having one arm can create ... although, he functions a lot better than most people whom have both arms!
- At a Cub Day Camp a blind man's maze was set up, using wooden timbers to layout the maze. Each Cub was blindfolded, given a stick to tap out his way, and turned loose in the maze. Wow...was that a site to see! There were usually 3 or 4 Cubs in the maze at a time....bumping into each other, and wandering out of the maze.
- Type out the Cub Scout Promise and the Law of the Pack on computer, then use a font to change the words to symbols such as MT Extra, Mobile, Cairo, Webdings, Symbols, Zapf Dingbats. Have the boys' figure out what they say.
- Another obstacle course idea is walking through the rungs of a ladder with crutches. Crutches could be purchased at a local thrift store for under \$2.00 a pair or borrowed from a health care professional or hospital.
- This exercise simulates vision challenges. Fill a bowl with pony beads and add 1 or 2 slightly larger different colored beads. The object is to pick out the larger bead of a specific

color. The boys will always pick up one of the larger beads, but not necessarily the right color.

- Additional exercises are suggested in the Ethics in Action section of the Cub Scout Leader How-to Book.

These activities are designed to give the boys the chance to experience the frustrations faced daily by people with disAbilities. There are not prizes for being first, as being aware of disAbilities is being the real winner.

Add to your experience by sharing the story of Eagle Scout Daniel Collins who has cerebral palsy and is an enAbleD with the use of a 3-wheel, squeeze trigger wheelchair. Daniel, who completed the same advancement requirements as all other Scouts, is definitely a role model for others. To read the entire article, go to <http://www.phillynews.com/inquirer/98/Dec/07/city/CBADG07.htm>

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, mental, and emotional disAbilities. The first Chief Scout Executive, James F. West, had a disAbility.

Information and experiences that you obtain from putting on a disAbility Awareness Night can be shared with others by sending it to the WWSWd group <http://boyscouts-marin.org/wswd/wswd.htm>

This article was prepared by:

Judy Polak

Cub Scout Roundtable Commissioner

Mountain Rifle District, Buckskin Council, Charleston, WV

jpolak@newwave.net

Thanks to the WWSWd group who has graciously consented to place this article on their web-site so that it may be shared by all. This form may be reproduced for use in Scout training. All that is asked is that authorship and acknowledgements be referenced.

Thanks to the following Scouters who have contributed information & suggestions through Scouts-L:

Jerry Bowles
Bear Den Leader
AspenDr01@aol.com

Trudy Freeman
Cubmaster
Pack 205, Anchorage, AK
freemanak@worldnet.att.net

Cyndy Tschanz
Webelos Den Leader, Den Leader Coach
Pack 255, Dhahran, Saudi Arabia
tschancl@aramco.com.sa

Colin M. McConnell
District Advancement Chair
Northridge District, Detroit Area Council
Detroit, MI
colinmconnell@email.com

Form supplied by Working With Scouts With disAbilities - WWSWd

BSA Form No, 6140A (unofficial addendum)
MEETING PLACE INSPECTION Checklist - Accessibility for the disAbleD

In order to provide opportunities for the broadest range of individuals to participate in Scouting activities it is suggested that meeting areas and gathering places for events such as Courts of Honor be accessible to all. The Scouting world extends past the youth and leaders to mentors, counselors, and extended family members, any of whom may be disAbleD.

Yes No ACCESS TO THE FACILITY

- Is the facility near a public transportation route?
- Do the sidewalks have curb cuts?
- Are there parking spaces reserved for the disAbleD?
- Are those parking spaces near the entrance?
- Are those spaces 96 inches wide with an added 60 inches for the movement of a wheelchair?
- Is the entrance on grade, or is there a ramped entrance? [A ramp's incline should not exceed one foot for a 12 foot run.]
- Are there handrails at inclines?
- Do the doors have a power assist or open with a 5 Lb. push-pull?
- Are drains an gratings aligned nit to trap wheels?

DOORWAYS - PATHWAYS

- Are door openings (internal and external) at least a 32 inches? [Replacing traditional knife hinges with offset hinges can result in a 2 inch gain in width at minimal cost.]
- Do the doors have lever or handles not requiring twisting or squeezing? [Not knobs]
- Are doorway thresholds beveled and less than 3/4 inch high?
- Are hallways and pathways at least 36 inches wide? [60 inches where two wheelchairs may pass.]

BATHROOM FACILITIES

- Is there an accessible bathroom? [could be Unisex]
- Is there space to transfer from a wheelchair to the seat - 60 inches?
- Are there grab bars in the toilet and shower?
- Is the seat height at 18 inches.
- Is the lavatory height no higher than 34 inches, yet allow 27 inches for knee clearance?
- Is the faucet lever, push, or electronically controlled?
- If there is a shower, does it allow roll-in or transfer to a seat?

MULTIPLE LEVEL BUILDINGS

- If facilities are not on grade level, are there internal ramps or an elevator?
- Are elevator call buttons no higher than 42 inches, and control buttons 54 inches?

SAFETY AND CONVENIENCE FEATURES

- Are there tactile indicators which can warn a person with vision impairments to obstructions and dangers?
- Are audible alarms (bells) supplemented by strobe lights for the hearing impaired?
- Are water fountains projecting, at a 36 inch spout level, or is a cup holder available for a wheelchair user?
- Are the operable parts of the public telephone no higher than 54 inches?
- In a location with fixed seats are there seating cut-outs or are the aisle seat armrests removable to facilitate transfer from a wheelchair?
- Can a wheelchair user utilize "work" areas (tables, desks, etc.)? [Wooden blocks under the legs can raise the height for tall people, too.]

These are but some of the standards for accessibility. They may seem detailed but they lead to universal design which help everyone. Helping make facilities accessible to all can be a worthwhile Scout service project.

Facilities used or run by the Federal Government were required to become accessible by the Architectural Barriers Act of 1968 (ABA). Standards for accessibility fall under the Uniform Federal Accessibility Standards (UFAS), which were modeled after earlier architectural codes. The Americans with Disabilities Act (ADA) of 1990, followed upon the Civil Rights Act of 1964, and the Rehabilitation Act of 1973. The ADA design standards follow closely the earlier UFAS. If you wish to learn more your local Librarian can access information for you.

Private clubs and places of worship are exempted from the provisions of the ADA. However, the areas which such facilities hold open to public accommodations: meeting rooms; educational areas; dining areas, etc. are NOT exempt.

Though places of worship have been exempted from the law, it is not inconsistent to help make them welcoming to persons with disAbilities, and can be developed into a service project or ministry.

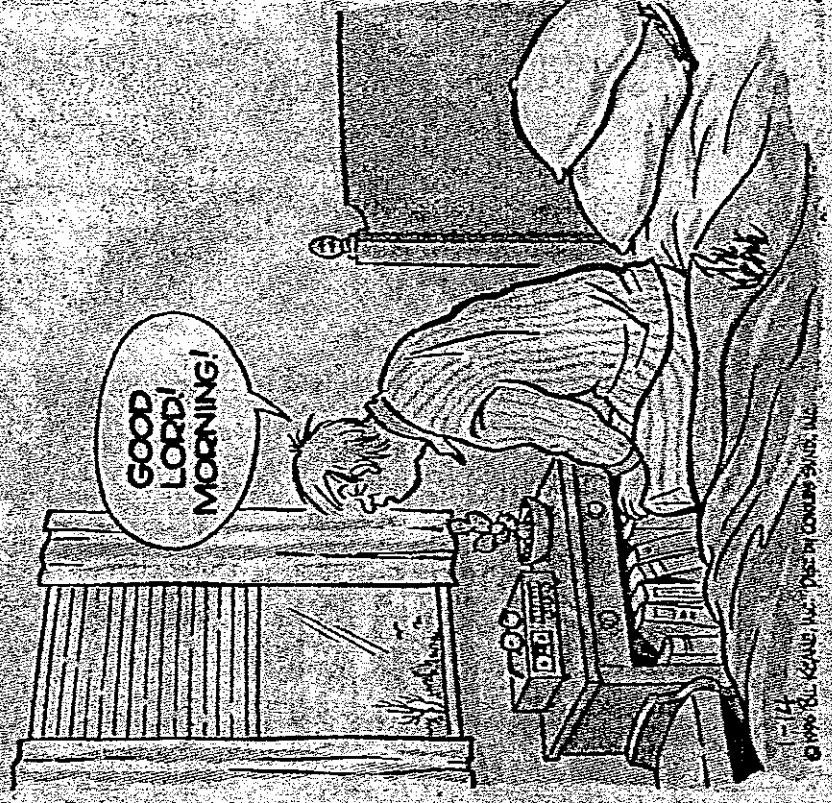
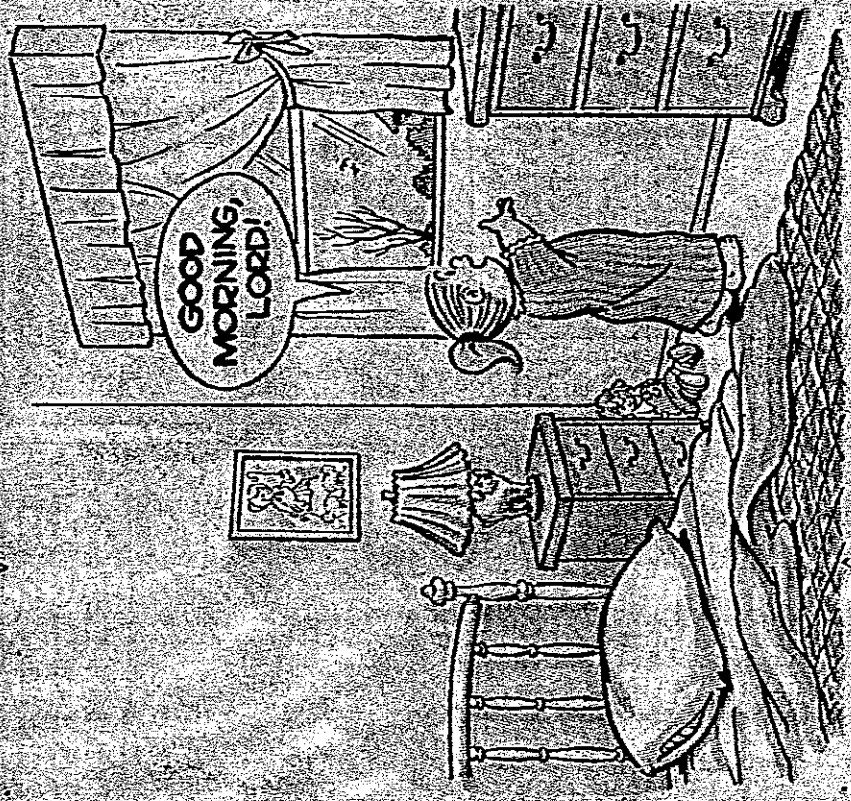
Guidance on facilitating congregational access can be obtained from the National Organization on Disability, Religion and Disability Program, 910 Sixteenth Street, N.W., Washington, DC 20006. Phone- (202)293-5960; fax- (202)293-7999; eMail - religion@nod.org; or, on the web - www.nod.org



A Day in the life of an ADD child

THE FAMILY CIRCUS

By Bill Keane



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