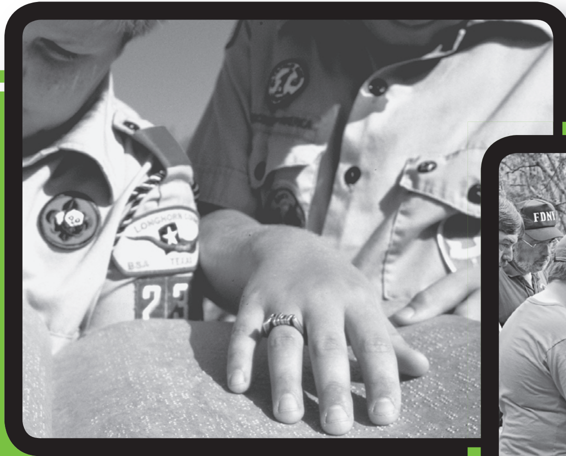
Scouting for Youth With Disabilities Manual



BOY SCOUTS OF AMERICA®

Preface

This manual has been revised and additions have been made with assistance from a special task force of adult volunteers, Boy Scouts of America professionals, and professionals working in the field of disabilities. This manual should be considered a reference manual. It is not designed to read like a novel. Sections are divided by black tabs on the page at the beginning of each section for ease in finding what information you may need. Use the table of contents as your guide on finding topics of interest.

This manual replaces the previous editions of the following manuals: *Scouting for the Blind and Visually Impaired*, No. 33063D; *Scouting for Youth With Mental Retardation*, No. 33059C; *Scouting for Youth With Emotional Disabilities,* No. 32998D; *Scouting for Youth With Physical Disabilities*, No. 33057D; *Scouting for Youth With Learning Disabilities,* No. 33065B; *Scouting for Youth Who Are Deaf*, No. 33061B; and Council Advisory Committee on Youth With Disabilities, No. 89-239A.

The Appendix is divided into the following three sections: (1) Fact Sheets and Forms, (2) Resources, and (3) Best Practices and Additional Resources. The listing is not inclusive of everything available in the field. We have attempted to confirm that the contact information provided for each resource is accurate and provides you with the best way to make contact for needed information.

The terminology and references included will vary by parts of the country. This manual will continue to be a "work in progress" and parts of it will need to be changed over time. We are sure there are more resources available on each subject and we will attempt to add them in our next printing. In the final chapter of this manual, Section XIII.B, you will see the address of where to send any ideas or suggested changes.

Updates to this manual will be available as changes are made and can be downloaded from www.scouting.org. You will be able to view this manual's table of contents, with updates noted beside the item along with the date it was updated. All updates will be included in the next printing of the manual.

This manual is available for purchase from the National Distribution Center, national Scout shops, council distributors, or direct from the Web.

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I. Scouting Is a Program of Opportunities

Since its founding in 1910, the Boy Scouts of America has included fully participating members with physical, mental, and emotional disabilities.

The *Boy Scout Handbook* has developed Braille editions. Merit badge pamphlets have been recorded on cassette tapes for Scouts who are blind. Closed-caption training videos have been produced for Scouts who are deaf. In 1965, registration of over-age Scouts with intellectual or developmental disabilities became possible—a privilege now extended to many Scouts with disabilities.

The basic premise of Scouting for youth with disabilities is full participation. Youth with disabilities can be treated and respected like every other member of their unit. They want to participate like other youth—and Scouting provides that opportunity. Many of the programs for Scouts with disabilities are directed at (1) helping unit leaders develop an awareness of people with disabilities among youth without disabilities and (2) encouraging the inclusion of Scouts with disabilities and special needs in Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

There are many units composed of members with similar disabilities—such as a Boy Scout troop for Scouts who are blind or a Cub Scout pack for Scouts who are deaf. These Scouts should be encouraged to participate in Scouting activities at the district, council, area, regional, and national levels along with other units. Many of these disability-specific Scouting units are located in schools or centers for youth with disabilities that make the Scouting program part of their curriculum.

Many local councils have established their own advisory committees for youth with disabilities and special needs. These committees develop and coordinate an effective Scouting program for youth with disabilities and special needs, using all available community resources.

Local councils are encouraged to remove any physical barriers so youth with disabilities and special needs can participate in weekend and summer resident camp experiences. Most camp operations are willing to work with the troop leadership to design a program for Scouts with disabilities if given adequate advance notice and assistance. Some local councils have professional staff members responsible for the program for Scouts with disabilities.

While there are Scouting units/groups composed exclusively of youth with disabilities, experience has shown that Scouting works best when all Scouts with disabilities are part of an inclusive unit/group. The best guide in working with youth who have disabilities is to use respect and good common sense. It's obvious that a Scout who uses a wheelchair may have problems fulfilling a difficult hiking requirement, but the need for accommodation might not be so obvious when it comes to the Scout with a learning disability.

Use the resources available to you. Begin with the Scout and his or her parents; seek guidance from them on how best to work with the Scout. With parental permission, seek help from the youth's teacher, doctor, or other special education professionals. Each child will be different, so no single plan will work for every Scout. If the unit is short on personnel, assign one or more skilled older youth to be of assistance or ask the Scout's parents to help. It may take an extra measure of patience, but the rewards will be great, for you and the members of your unit.

The Boy Scouts of America recognizes that no two young people are exactly alike. Each child is unique. Children are not machines who can be steered in exactly the same way, to have fun doing the same activities, or who learn in the same way

from exactly the same instructions. Some youth need extra help from trained leaders.

An individual is considered to have a "disability" if she or he

- has a physical or mental impairment that substantially limits one or more major life activities—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.

Significant Dates

Since 1910, Scouts with disabilities have participated fully in Scouting. Significant dates in Scouting's program for youth with disabilities include the following:

1923. A special award is created for Scouts with disabilities who are unable to meet certain requirements without modifications or supports.

1962. *Boys' Life* begins printing in Braille.

1965. Individuals with intellectual or developmental disabilities age 18 and over are permitted to register in Scouting.

1971. A grant from Disabled American Veterans enables the BSA national office to establish a professional position of director, Scouting for the Handicapped.

1971. *The Scouting for the Physically Handicapped* pamphlet (revised in 1994) is published.

1972. An improved Scouting program goes into effect with more flexible advancement requirements.

1973. *Scouting for the Hearing Impaired* (revised in 1990) is published.

1974. *Scouting for the Blind and Visually Impaired* (revised in 1990) is published.

1975. *Understanding Scouts With Handicaps, Understanding Cub Scouts With Handicaps, and Exploring for the Handicapped* training manuals are published.

1977. The Signing for the Deaf interpreter strip is approved.

1978. The National Executive Committee approves the removal of age restrictions on advancement for all members with severe disabilities.

1979. The National Executive Board approves the substitution of merit badges for the Eagle Scout rank by Scouts with disabilities.

1980. Scouting for the Handicapped (revised in 1984), a resource manual, is published.

1986. In-School Scouting Training Course for special education teachers is published.

1987. Scouting for the Learning Disabled manual is published.

1991. Scouting for Youth with Mental Retardation manual is published.

1992. *Camp Director's Primer to the Americans with Disabilities Act of 1990* manual is distributed to local councils.

1993. Cub Scout, Boy Scout, and Exploring divisions each establish a national subcommittee on Scouts with disabilities.

1994. Explorers with Disabilities Program Helps, designed to involve all posts with Explorers with disabilities, is released.

1995. *Scoutmaster's Guide to Working With Scouts with Disabilities* is published.

2007. Scouting for Youth With Disabilities manual is revised and includes all previous editions of the manuals dealing with specific disabilities and includes program ideas for leaders to use in their programs.

II. How to Organize the Scouting for Youth With Disabilities Program in Your Council

II

A. Council Advisory Committee

Most local councils, and many districts, have a council advisory committee on youth with disabilities whose function is to better serve youth with disabilities. This committee works with institutions that desire to have a disability-specific unit and with traditional units that may have one or more Scouts with a disability.

The committee provides resources such as sign-language interpreters for Scouts with a hearing impairment, tapes and Braille literature for Scouts with a vision impairment, and adults with special skills to serve as advisers and tutors on a special-need basis. The committee should act as the advocate for Scouts with disabilities at every opportunity. The committee should work closely with the advancement committee to enforce the alternate requirements policy of the National Council, and help guide the units in determining the alternate requirements for Scouts with disabilities and with the camping committee to ensure accessible, barrier-free camp facilities.

Other duties of this committee could include

- Presenting awards and recognitions to Scouters who have performed extraordinary service supporting youth with disabilities, the organization of new units, and promoting awareness of disabilities through activities and events
- Making presentations on a variety of topics for pow wow, University of Scouting, district roundtables, and other unit training opportunities
- Helping with the Disability Awareness merit badge
- Helping with accessibility issues as needed
- Serving as a resource to assist units with parent-Scouter conferences
- Serving as a resource for locating other key resources to assist with Scouting for youth with disabilities

Local councils are under no legal obligation to provide these services but should attempt to identify volunteer Scouters with the skills and the passion to support youth with disabilities. Committee members may have specialties in general issues such as ADHD, autism, mobility issues, Down syndrome, ADA issues, technology, and parent liaisons.

1. Setting Up the Committee

These are some ways to set up a committee in your council or district:

1. Council president in consultation with the Scout executive recruits a committee chair who becomes a member of the council executive board.
2. Scout executive appoints a staff adviser for the committee.
3. The committee chair and staff adviser determine the potential for the council to serve youth with disabilities. They make a preliminary survey to
   a. determine the approximate total available youth (TAY) in the council or district territory,
   b. develop a list of names and addresses of agencies and organizations interested in serving persons with disabilities,
   c. develop a list of potential chartered organizations,
   d. develop a list of interested individuals, and
   e. develop a list of persons and organizations with knowledge of available funding sources.
4. The committee chair and staff adviser recruit people to serve on the committee.
5. The council/district plans to hold an event/meeting to launch the work of the committee.

6. The committee should report directly to the council membership/relationships committee of the council/district.

2. Potential Committee Organization

Committee organization suggested positions: Overall chair, vice chair, staff adviser; as well as vice chairs for marketing, sales, service, program, and finance. Note: Activities, advancement, camping, training, and roundtable functions are in collaboration with all districts.

3. Committee Objectives

The council advisory committee for youth with disabilities provides guidance to the council in providing Scouting for youth with disabilities and special needs.

B. The Committee

1. Helps the council increase the percentage of youth with disabilities who are being served.
2. Promotes awareness and opportunities for youth with disabilities.
3. Develops positive working relationships between the council and organizations and individuals in the community serving people with disabilities.
4. Advises the council on plans, programs, and techniques to better serve youth with disabilities.

1. Committee Structure

This committee serves the total territory of the council.

1. The council president in consultation with the Scout executive recruits a committee chair who serves as a member of the council executive board.
2. The Scout executive appoints a professional as the staff adviser.
3. The committee chair and the staff adviser recruit committee members who represent the educational community, health-care community, governmental agencies, special-needs organizations, and others in the community with an interest in Scouting for youth with disabilities.

2. Committee Responsibilities/ Objectives

The council committee on serving youth with disabilities provides guidance, support, and implementation of the Scouting program for youth with disabilities.

The committee is responsible for the following:

1. Promotes inclusion of youth with disabilities into traditional Scouting units, where feasible.
2. Reviews and utilizes national resources related to Scouting for youth with disabilities as a guide. (Uses the listing of resources in Section XI as a guide.)
3. Helps conduct a new-unit campaign, including identification, cultivation, and sales to potential chartered organizations to serve disability-specific units.
4. Identifies, recruits, and trains adequate qualified volunteers to serve on the committee, and to serve as program aides.
5. Helps to identify and solicit the special-needs portion of the council budget through the support of grants, organizations, and individuals.
6. Seeks opportunities to conduct workshops for the council staff, traditional unit leaders, and disability-specific unit leaders. Examples could include: the annual University of Scouting, commissioner college, and roundtables.
7. Promotes and completes nomination procedures for BSA and non-BSA awards and recognitions for volunteers and youth in the council's special-needs programs.
8. Advises the council advancement committee on national policies and local options to meet the needs of Scouts with disabilities.
9. Provides guidance and resources to the council, districts, and units for barrier-free facilities and technologies or overcoming existing barriers.
10. Assists the council camping committee with plans to assure accessible, barrier-free camping facilities by
    a. helping to obtain funds to make facilities barrier-free, and
    b. recommending special equipment needed for persons with disabilities.
11. Develops and staffs a councilwide event for all disabilities, using traditional Scouts and leaders as staff. Such events will be underwritten as much as possible by community resources. Maximizing public exposure should be considered.

12. Promotes attendance of volunteers and staff to the national Philmont Training Center's special-needs conference each summer.
13. Provides for informational and educational releases to both internal and external sources. Develops promotional materials for external use.
14. In cooperation with all districts, provides activities, advancement, camping, training, and roundtable support to units and leaders working with youth with disabilities.
15. Establishes short-term task forces to carry out special projects.
16. Ensures that the needs of youth with disabilities are included in the local council strategic plan, integrating the key issues from the National Strategic Plan.

III. Joining Scouting

A. Membership/Age Requirements

The following guidelines of membership in Scouting apply to youth with disabilities.

1. Membership

The unit's chartered organization determines, with approval of appropriate medical authorities, whether a youth member is qualified to register as a member beyond the normal registration age (based on the definitions of each disability referenced in this manual in Section IX.A.). To certify the approval of the chartered organization, the unit leader's signature must be on the BSA Youth Application, or on the unit's charter renewal application 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 licensed health-care provider, or an evaluation statement must be certified by an educational administrator. Use the Personal Health and Medical Record form, No. 34412, to support this registration process. Any corrective measures, restrictions, limitations, or impairments must be noted. Parents must inform the Scout leader of the name and phone number of their child's doctor. Their medical history should be discussed in full. Appropriate medical permissions should be obtained.

In the case of candidates with cognitive, intellectual, developmental, or emotional disabilities, their condition must be certified with a statement signed by a licensed psychologist or psychiatrist. Current health, medical, or certification records of all youth members with disabilities are to be retained in the unit file at the council service center.

These procedures should be followed when the youth initially joins. If they become unregistered and register again, the same procedures will have to be followed.

Cub Scouting is home- and neighborhood-centered, and he will have the advantage of participating with his own parents and neighborhood friends. His neighborhood den will meet weekly. Once a month his den will join others in the pack for a pack meeting. All boys and their families should attend pack meetings.

The Boy Scout belongs to a patrol of five to 10 Boy Scouts, led by a Boy Scout. The patrols that make up the troop may or may not be organized on a neighborhood basis. The Boy Scout troop meets weekly. Hikes and camping trips are planned for weekends and during school vacations. Active troops do some form of camping for a week or more during the summer. They may take special trips to historic spots and participate in district or council camporees.

Venturing crews are usually not organized into subgroups like dens and patrols. Meetings and activities will occur three or four times a month. Most crews are coed, and some make trips from time to time that last several days. Often, the unit is organized around a special interest.

2. Selecting a Scout Unit

Should a boy with disabilities belong to a unit with Scouts without disabilities? Or would he be better off as a member of a disability-specific unit, one organized especially to serve Scouts with disabilities?

Experience confirms that it is not only possible to support a youth with disabilities in any unit, but that it is usually most beneficial. This opportunity gives the boy exposure to helpful association in a "normal" environment. However, both adult and youth leaders should receive adequate background information on the youth's condition and an orientation before the he joins the unit.

Youth members and unit leaders must understand their responsibility to be friendly, kind, and helpful—but not overprotective of the youth with disabilities. Often, the other youth members may be so eager to help that their assistance to a buddy must be carefully defined.

As a rule, a unit should have only a few youth with disabilities, because the average leader may find it difficult to give adequate accommodation to the combined disabilities of those youth. If a troop has three or more boys with disabilities, more adult leadership must be provided.

Leaders who have had experience with children who are severely disabled have found that for some youth a better program can be carried out in a unit formed especially for youth with similar disabilities. This makes possible a slower-paced program geared to their learning ability. Leaders can plan shorter sessions that adjust to the group's limited attention span.

Leaders of disability-specific units for youth with special needs should make sure these youth have contact with Scouts without disabilities. Leaders can easily arrange opportunities for this type of interaction. All Scouting members—leaders and boys—profit by being a friend to all. Furthermore, leaders should be seeking opportunities to include youth with special needs who are currently members of disability-specific units in regular units.

"He is a brother to other Scouts. He seeks to understand others . . ." While brotherhood is promoted on an international scale in Scouting, it also happens when Scouts participate together in summer camps, district and council activities, and inter-unit visits.

3. Handling Scouts With Disabilities in a Unit

The ideals of Scouting are spelled out in the form of the Scout Oath, the Scout Law, the Cub Scout Promise, the Law of the Pack, the Venturing Code, and the Outdoor Code. Many Scouts with disabilities can accomplish the basic skills of Scouting but may require extra time to learn them or other types of support or accommodations. Working with youth with disabilities may require patience and understanding on the part of unit leaders and other Scouts. A clear and open understanding should exist between the unit leadership and the parents or guardians of the Scout with a disability.

Both will be required to give extra effort. The effort will be well worth it. See Section IV.B, "The Role of the Parents" for details of items to discuss. Most Scout units do not have leaders who have expertise in working with Scouts with disabilities, so a parent or other support person may be required to attend unit activities, especially those that might require strenuous physical effort, one-on-one help, or those that occur over an extended period of time such as a campout or summer camp.

Unit leaders should know the strengths and support needs of the Scout and, in some cases, may need to discuss any limitations of physical activity with the health-care provider, in addition to the parents or guardians. For example, the Scout may not be able to hike or camp in higher elevations due to health issues. Permission of the parent must be obtained to contact the health-care provider.

B. Inclusion Versus Disability-Specific Units

There are advantages and concerns related to inclusive units. In an inclusive unit, the Scout may be more likely to learn "normal" behaviors from the examples of his peers. The presence of a Scout with a disability can teach the "normal" youth in the unit acceptance and tolerance. Youth and adults in the troop will have a chance to meet and teach with a wider variety of people. In some places, there may not be access to a disability-specific unit. There are far more inclusive units than disability-specific units available for the youth to join. Scouts in an inclusive unit may be staying with their peers from school since federal law requires that students with disabilities be included in regular school activities as much as possible. For a Scout who is not mainstreamed at school, an inclusive unit provides the opportunity to be with his age-group peers. Finally, including youth with disabilities is just good technique. It's more like real life.

There may also be concerns about including youth with disabilities in a regular unit. The leaders of the unit may have no training. Other Scouts and parents who do not have a good understanding of the youth may resent his presence in the unit. Some parents of disabled youth find themselves accused of "bad parenting" by people who do not understand the nature of their child's disability. If the Scout with the disability is older or larger (for an intellectually disabled youth) than the other members of the unit

he may find that he doesn't fit in. Usage and timing of medication may make it impractical for some youth to be in a traditional unit. The disabled youth may have behavioral issues that prevent him from participating with "normal" peers.

There are also advantages and concerns related to disability-specific units. A disability-specific unit can provide a safe haven for youth who are more comfortable around youth of similar disabilities. If they are attending a disability-specific school or live in housing for disabled individuals, a unit organized by those institutions may be the only opportunity for participation in the Scouting program. Youth with severe disabilities requiring more monitoring or physical help may need the resources that a disability-specific unit can provide. For Scouts over the age of 21, a disability-specific unit is a chance to be with intellectual peers.

There are also concerns about placing a Scout in disability-specific unit. It is difficult to draw the line between "normal" and Scouts with disabilities. All youth have different strengths and needs. Placing the youth with the disability in a disability-specific unit may not reflect his real life where he is included with individuals without disabilities. A group made up of youth with disabilities may lack appropriate behavior role models. The youth might benefit more from being exposed to a "normal" program. It may be difficult to find leadership for disability-specific units. These units may not fit into the regular district activities. Transportation to and from outings may be difficult if too many youth with physical disabilities are present in one unit. Funding for disability-specific units may be difficult to obtain. Locations for meetings may not be accessible or have enough space for a group of individuals with disabilities unless the unit is based at their residence or school.

Before a Scout with a disability joins a unit, the unit leader with the parents should explain to the adult members of the unit what they should expect (if the Scout and/or the Scout's parents agree to this disclosure). Work with the parents and the Scout to explain the disability, the impact of the disability on the Scout's participation in the unit, and any individualized support that might be needed. You should stress that the new Scout should be treated like every other new Scout but that all members can provide the support to make the Scouting experience a positive one. For youth joining inclusive units, it should be emphasized that experience has shown that a Scout with a disability can have a positive impact on a Scout unit, and the Scouts with disabilities are more like Scouts without disabilities than they are different.

1. BSA "Inclusion" Philosophy

- The BSA's policy is to treat members with disabilities as much like other members as possible. Scouts with disabilities should participate in the same program as do their peers.
- It has been traditional to make some accommodations in advancement requirements if absolutely necessary.
- This policy is designed to help Scouts with disabilities succeed along with their peers.
- Practical suggestions are made to leaders as to adaptive approaches and methods they can use.

2. Key Points for Scouts to Think About as They Work With Scouts With Disabilities

1. Talk directly to the disabled Scout. Don't talk to others about him or other Scouts in front of him or behind his back.
2. Assume the disabled Scout is capable of doing things.
3. Realize the disabled Scout has the same needs as others—to be accepted and to feel a part of the group—to have true friends.
4. Help the disabled Scout when help is wanted. Offer to help, but if turned down do not take it personally, and be glad he wants to do things himself.
5. When help is wanted, do not overhelp or try to do everything for him. Let him do as much as he can on his own.
6. Understand some disabled Scouts may take what you say literally. They don't understand when you are "just joking."
7. It is OK to get frustrated about things not going as they should. Do not make things worse by acting out yourself. Calm down and go talk to the leader about how to handle the situation. If the problem is with the disabled Scout, include the disabled Scout in the conversation and let him also help find the solution.

3. What's Your Disability?

Recognition of Needs

- Youth with disabilities want to participate, but generally depend on others to introduce Scouting to them.
  - — These boys are just as eager for adventure as other boys, and they need challenges to have a satisfying experience.
  - — Offer them the friendship and encouragement they need.
  - — Accept them for what they are and what they can contribute, just as you would any other boy.
- Working with disabilities might mean adapting the ordinary program to make it as worthwhile as possible.
  - — Find out their abilities as well as their limitations. Plan activities in which all boys can participate.
- Be enthusiastic about helping youth with disabilities.
  - — Recognize the special demands that will be made on your patience, understanding, and skill in teaching requirements.
  - — Recognize the opportunities and benefits for all the boys!

Timeless Values

- Use common sense—treat them with respect and dignity.
- Be understanding—people with disabilities have the same responsibilities and obligations that you have (only theirs might be harder to meet!).
- Be patient. Don't hurry; try to match their pace.
- Be natural. Don't worry about using words related to the disability (e.g., "see you later," or "give me a hand").
- Speak directly to the person, not to his companion.
- Don't assume the person is sick. Most people with disabilities are healthy. Remember, you can't "catch" a disability.
- Help make your community accessible. Are your meeting places easily accessible? Campsites? Do you have service opportunities?
- Key words—tolerance, inclusion, acceptance, and mainstreaming.

Attitudes Toward People With Disabilities

A disabled youth's adjustment to society, as stated above, depends more on the reactions of others to him than on the physical problem itself. This makes it essential for Scouters and other Scouts to accept the youth and his disability with understanding.

Sympathy is easy. Almost everyone will be sympathetic toward a physically disabled youth, especially if his disability is obviously crippling. But, as the late Dr. William C. Menninger noted, understanding comes only from information.

We should analyze our own feelings about disabled persons and then learn by experience in dealing with them what their capabilities and limitations are. In this way, we can overcome the common reactions of pity, morbid curiosity, being oversolicitous, and even, in a minority of persons, fear of people with disabilities because they are "different."

If you have only one or two disabled youth in your Scout unit, you might see some of these reactions among the other youth. These reactions are not, however, as common as they were a generation or two ago, because many children whose disabling conditions are not considered too severe now attend public schools.

In years past, these children would have been in special schools or tutored at home. The best way to overcome these negative reactions is for the leader to treat Scouts with disabilities like any other Scout.

Even Scouts and Scouters who accept a disabled youth with understanding might deal with him as if he were seriously ill. In many cases, aside from his disability, the youth is usually healthy. A youth who was born with cerebral palsy might never have been sick a day in his life. He has a disability but he is not ill, and while his condition might never improve appreciably, he does not need to be treated with over attention.

The same holds true for youth who have had a crippling disease; following recovery, they are disabled but are no longer sick. Youth with such conditions might have some limitations on their physical abilities, but otherwise they are as healthy as anyone else and the overwhelming majority of them are also normal mentally. It has been estimated that only about 30 percent of those with physical disabilities are also mentally challenged.

4. Adaptive Approaches

Materials Adaptation

Example: A Cub Scout has limited hand strength and is trying to carve.

Solution: Substitute a bar of soap or balsa wood. (Use a plastic knife for safety.)

Architectural Adaptation

Example: A Scout using a wheelchair is unable to go hiking because the trail is inaccessible.

Solution: Substitute "field trip" for "hike" or select alternative route.

Leisure Companion Adaptation

Example: A Cub Scout cannot stay on task and runs around.

Solution: An adult or youth can become a buddy for the Cub Scout.

Cooperative Group Adaptation

Example: A Cub Scout has difficulty remembering the steps in a project.

Solution: List the steps on a paper and work in cooperative groups to ensure completion for everyone.

Behavioral Adaptation

Example: A Scout is unable to participate because of low concentration levels.

Solution: Identify the Scout's interests, provide a variety of activities, and if needed, talk with his parents or guardians about a behavioral plan. Plan activities of short duration.

C. Starting a Unit for Youth With Disabilities

All Scouting units must be chartered to an organization. It might be a public institution such as a school, hospital, or residential facility where officials, staff, or auxiliary organizations will assume chartered organization responsibilities. A parent-teacher association, a religious organization, or a group of parents can effectively host Scouting for their own children. The chartered organization is responsible for providing the leadership and a place to meet, and for adhering to the principles of the Boy Scouts of America.

A new unit can be started by contacting the nearest local council office in your area. A telephone directory or local inquiry will usually lead to immediate contact with a BSA local council service center. The Scout executive will arrange the contact with a volunteer group known in Scouting as the membership committee. This group's responsibility is to guide the unit organization process.

Remembering that the BSA philosophy emphasizes inclusive experiences for Scouts with disabilities, a Scouting unit may be organized in a mental-health treatment facility to help meet the objectives of that facility, as well as to provide a program for all youth.

Organizing a disability-specific unit for youth with disabilities is the same as organizing any other unit. There is a definite plan that is followed for organizing a unit. It is important to use the following steps:

1. District leaders identify a community organization prospect with the potential to operate a unit.
2. The district executive makes an appointment to meet with the head of the community organization to determine how Scouting can help meet its needs.
3. The district executive and the unit organizer meet with the head of the community organization to obtain the willingness of the organization's leaders to establish a unit.
4. The organization formally adopts the Scouting program, confirms the appointment of a chartered organization representative, and appoints an organizing committee.
5. The organizing committee and the new-unit organizer meet to plan the next steps for establishing the unit and complete the new-unit application. A commissioner is assigned by the district to assist the unit.
6. Using BSA selection procedures, the organizing committee selects and recruits unit leaders and confirms unit committee members, and the community organization approves all unit adults.
7. Unit leaders complete Fast Start training online or they can take it in a group setting. They are invited to the next basic training course and the next district roundtable.
8. New unit leaders are trained in program planning and the first month's program is developed.
9. Recruit youth members, hold an orientation meeting for parents and youth, and select/recruit additional adults as needed.
10. Complete all adult and youth applications, collect necessary fees, and submit with new-unit application to the council service center.
11. Unit leaders begin youth meetings with the coaching of their unit commissioner.
12. The unit is installed with a presentation of the charter to the chartered organization.

The mechanics of the process are easy and orderly. The organizers know their job and will do it well. Depending on the type of unit being organized,

there are few variations in the steps of establishing a Cub Scout pack, Boy Scout troop, Varsity team, Venturing crew, Sea Scout ship, or Learning for Life group. Scouting's literature on organizing units covers the subject in detail.

The following essential features of organizing any unit are:

- A formal commitment to organize a unit using the Scouting program
- Selection and recruitment of key adult personnel, including leaders, who must be approved by the chartered organization and registered with the Boy Scouts of America
- Training of adult leaders and orientation of parents
- Planning the program and conducting the regular meetings and outings
- Application for the presentation of a national charter to the chartered organization and its unit leadership and youth members

The volunteer commissioner—a "helper of units"—will provide continuing help, visits, and coaching. Local councils provide program guidance and additional training opportunities for leaders. In areas with active local community chapters of The Arc (previously named The Association of Retarded Citizens of the United States), a consultant may have been appointed to serve as the liaison between the chapter of The Arc and the BSA local council. This national association advocates for people with intellectual and developmental disabilities and their families. This person may or may not be a member of the chapter, but has been designated to handle relationships between it and the local council.

These are just a few of the possibilities. What works in a Scout unit in one situation might fail in another.

Planning in a Cub Scout Pack. Program planning methods for a pack of disabled youth are the same as that of non-disabled boys; that is, adults do all planning (den leader, Webelos den leader, Cubmaster, and pack committee). The Cub Scouts may decide on some details, but the broad outlines of their program are planned by adults.

Planning in a Boy Scout Troop. In the Boy Scout troop, plans are made by the patrol leaders' council, with support from the Scoutmaster and the troop committee. In fact, the recommended planning process might be hard to establish in a special troop. This is because many disabled youth have had no leadership experience and little practice in group discussion or decision making.

Thus, the process itself might seem strange to them. Nevertheless, it is important that the Scoutmaster encourage his Scouts to plan their own activities. This probably will be a gradual process, with the adult leader relinquishing authority as the patrol leaders' council absorbs it.

General planning methods for Cub Scouting and Boy Scouting can be found in the following books: *Den Chief Handbook*, No. 33211; *Scoutmaster Handbook*, No. 33009; and *Troop Program Features* (volume 1), No. 33110; *Troop Program Features* (volume 2), No. 33111; *Troop Program Features* (volume 3), No. 33112.

Planning in a Venturing Crew. Venturing emphasizes planning by the crew members to a greater degree than in Boy Scouting. In their planning, Venturers use the program capability inventory of the crew's chartered organization and leaders—the chartered organization, often a business or a professional group, lists the vocations and hobbies of persons who could contribute to the crew program. Using this list, the Venturers select and plan their own program with support from the Advisor.

By the time they reach Venturing age, most young men or women with disabilities will know their limitations and will select activities within their abilities. The Advisor should give more guidance than usual if the Venturers have little experience in planning and making group decisions.

D. Introduction to Advancement

Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers with disabilities and special needs participate in the same program as do their peers. Cub Scouting, Boy Scouting, and Venturing have individual projects leading to advancement. Venturing has six non-advancement activity areas. Individual Venturers may elect to continue their Boy Scouting advancement as provided for in the program. Venturers may also pursue a series of Venturing awards.

The BSA's policy has always been to treat members with disabilities as much like other members as possible, but with necessary accommodations in advancement requirements approved by the local council if needed. A Scout with a permanent disability may select an alternate merit badge in lieu of a required merit badge if his disability prohibits the Scout from completing the necessary requirements of a particular required merit badge. This substitute

should provide a "similar learning experience and be approved by the unit and council advancement committee."

This policy is designed to include youth with disabilities in regular units with their nondisabled peers as much as possible. Practical suggestions for working with youth of particular disabilities are made in Section IX of this manual. Giving more time and permitting the use of individualized support are other ways leaders can support youth with disabilities in their efforts to advance. The unit leader plays a crucial role in that effort.

Some Scouts with disabilities may have difficulty completing the requirements to advance in Scouting. Completing the requirements as stated in the official Scouting literature should be a primary objective. It may take these Scouts a little longer than others, so using an intermediate recognition system can be a real motivator. If a Scout's disability hinders him or her in completing a particular requirement or merit badge, then he or she may wish to apply for alternate requirements for rank advancements or for an alternate merit badge. These guidelines are explained more fully in sections V, VI, VII, and VIII of this manual and the Boy Scouts of America's publication *Advancement Committee Policies and Procedures Manual*, No. 33080.

1. Sample Guidelines for Questions to Ask for Membership and Advancement

Youth's name

What is his/her disability (disabilities)?

Does he/she have an IEP from his/her school that can be used with his/her involvement with Scouting?

Can he/she walk without assistance? With assistance? How? Crutches? Wheelchair? What other supports?

Does he/she wear braces? What type? Can he/she adjust them?

Does he/she wear a prosthesis? Can he/she adjust it? If not, can he/she direct others on how to adjust it?

Does he/she wear a helmet for protection against falls? When and for what purpose?

Can he/she eat independently? What support is needed?

Does he/she need a special diet? If so, attach list.

Does he/she dress independently? What support is needed?

Does he/she use the toilet independently? What support is needed?

Does he/she wear a collection device? If so, describe it.

Does he/she have normal vision? Wear glasses or other aids?

Does he/she have normal hearing? Wear a hearing aid?

Does he/she have any allergies? If so, what is he/she allergic to? If food, which ones should he/she avoid and are there alternative foods to suggest?

Is he/she taking medicine of any kind? What types, dosages, and for what? Can he/she self-medicate? If not, who does it?

Does he/she have a written medication schedule?

Does he/she have a sufficient medical supply for the duration of a Scout activity (unit meeting, weekend campout, etc.)?

E. Partnerships and Opportunities

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

Other national support projects include materials relating to Scouts with disabilities in the National Camping School syllabi. A weeklong training course for people working with youth with disabilities is offered each summer at the Philmont Training Center.

In August 1977, the first "handicap awareness" Scouting 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 people aware of barriers to inclusion experienced by people with disabilities. Recent Scout jamborees have continued this tradition. Some local councils hold events that feature camping and outdoor activities for youth with disabilities that, importantly, also involve Scouts without disabilities.

Requirements and a pamphlet for a Disabilities Awareness merit badge are designed to help many thousands of America's youth develop a better understanding and positive attitude toward individuals with disabilities and special needs. This attitude, based on study and personal involvement of people with disabilities, creates an excellent foundation for the acceptance and inclusion of those people with disabilities. The learning experiences provided by working toward the Disabilities Awareness merit badge help produce changes in the attitudes of America's youth as they pursue new experiences and then share their new knowledge with friends.

IV. Adult Leadership Support

A. Leadership Techniques

Wise leaders expect challenges but do not consider them overwhelming. Keep a confidential record of each youth for background information. Though Scouts with disabilities may have some unique differences, they are much more alike than they are different from their fellow Scouts. All youth have different needs. They all have special needs. Some just require more attention than others. The wise leader will recognize this and be prepared to support the inclusion of the Scout with a disability.

Leaders should make a personal visit to the parents and the new Scout with a disability to learn about the Scout, his or her abilities and preferences, individual support needs, and whether the Scout knows any of the other youth in the unit. Some youth with disabilities will try to do more than they are capable of doing, just to "fit in" with the rest of the Scouts, which could result in some unnecessary frustration or injury.

Many youth with disabilities have special physical or health support needs. Parents, visiting nurses, special education teachers, physical therapists, doctors, and other people and agencies can help make you more familiar with the nature of the disability. Leaders must get parental permission before contacting any of these professionals.

Accept the Scout as a person and give him or her the same respect that you give to every other Scout. This will be much easier to do if you know the Scout, his or her parents, his or her background, and his or her likes and dislikes. Remember, any behavior presenting difficulties should be redirected to more appropriate behavior.

1. Setting an example is a wonderful tool. Demonstrate personal discipline with respect, punctuality, accuracy, conscientiousness, dignity, and dependability.
2. Become involved with the Scout for whom you are responsible. Let him or her know you care—regardless of the disability. A small word of praise or a pat on the back for a job well done can mean a lot to a child. Judge accomplishment by what the Scout can do, not by what someone says he or she must do or by what you think he or she cannot do.
3. Reinforcing achievement will likely cause the behavior to be repeated. Reinforcement can be in the form of a "thank you," a recognition made by the group for helping the group perform at a higher level, a badge, a prize, or a chance to go on a trip. Focus reinforcement on proper behavior and achievement. Do not let the Scout or his or her parents use the disability as an excuse for not trying. Expect the Scout to give his or her best effort.
4. Provide constant encouragement. Praise more than you criticize, in order to build self-esteem. Immediately praise any and all positive behavior and performance. Change reinforcement if the Scout is not responding to efforts to improve behavior. Find ways to encourage the Scout. Teach the Scout to self-reinforce—this encourages positive thinking.
5. Give instruction to youth with disabilities. Maintain eye contact during verbal instruction, except when the Scout's ethnic or cultural background makes this inappropriate. Make directions clear and concise. Be consistent with instructions. Simplify complex directions. Give one or two steps at a time. Make sure the Scout comprehends the instructions before beginning the task. Repeat instructions in a calm, positive manner

using different words, if needed. Help the Scout feel comfortable with seeking assistance.

6. Provide supervision and discipline. As a leader, you must be a number of things to each Scout—friend, authority figure, reviewer, disciplinarian, resource, and teacher.
7. Listening is an important technique that means giving the Scout an opportunity for self-expression. Whether as a part of the group or in a private conversation, be patient, be understanding, and seriously consider what the Scout has to say. Keep yourself attuned to what the Scout is saying; use phrases like, "You really feel that way?" or "If I understand you right. . . ."
8. Avoid ridicule and criticism. Remember, no child behaves appropriately all of the time. Remain calm, state the infraction of the rule, and avoid debating or arguing with the Scout. Have pre-established consequences for misbehavior that apply to all Scouts. When a Scout is behaving in an unacceptable manner, redirect that behavior or work with the Scout's family to identify a means to stop the problem behavior and teach the Scout the appropriate, adaptive behavior. Administer consequences immediately, and monitor proper behavior frequently. Make sure the discipline fits the offense and is not inappropriate to the circumstance or simply punishing the Scout because he or she has a disability that manifests in specific ways.
9. Enforce unit rules consistently. Do not reinforce inappropriate behavior. Offer specific praise when the Scout exerts real effort, even if unsuccessful, and when he or she shows improvement over a previous performance. Never praise falsely. Do not accept blaming others as an excuse for poor performance. Make it clear that you expect the Scout to answer for his or her own behavior. Behavior is a form of communication. Look for the underlying cause of the behavior (e.g., does the Scout want attention?).
10. Identify the strengths of the Scout with disabilities and help the Scout to use those strengths to serve others.

B. The Role of the Parents

Prior to joining a unit, parents and the Scout with disabilities should meet with the Scout leader to explain the prospective Scout's support needs. The Scout should be present at the prejoining conference so that he or she clearly understands the expectations of Scouts in the unit. Allow the Scout to contribute as much as possible. The following are some of the issues that should be discussed.

1. General Characteristics

The Scout leader should attempt to obtain a general picture of the Scout's strengths and areas of support needed. The leader should be aware of individualized needs that might arise at meetings, campouts, field trips, etc. Since most Scout units do not have assistant leaders who have expertise in working with Scouts with disabilities, a parent may be required to attend unit meetings and activities, especially those activities that might require strenuous physical effort or that occur over an extended period of time.

2. Physical Capabilities

Physical abilities and support needs should be discussed with the parents and the Scout. The medical history of the Scout should be shared in writing and kept on file with the unit. If you anticipate that this Scout may need exceptions made in the advancement process, then you may wish to obtain a medical statement concerning the Scout's disabilities from a licensed health-care provider.

3. Mental Capabilities

The Scout leader should be advised by the parents of the child's capabilities. The Scout leader should know the Scout's present grade level in school, as well as his or her reading, listening, and mathematical abilities. The Scout leader can then determine how best to design supports (with the Scout and the family) that enable the Scout to experience the highest quality program possible.

4. Medication

While it is the responsibility of the Scout and/or his parent or guardian to ensure that the Scout takes his or her prescription medication correctly, the Scout leader should be aware of what medication the Scout takes regularly. A Scout leader, after obtaining written permission and instructions for administering any medications, can agree to accept the responsibility of making sure a Scout takes the necessary medication at the appropriate time; however, BSA policy does not mandate or encourage the Scout leader to do so. Also, if state laws are more limiting, they must be followed.

5. Discipline

Parents should be asked if a Scout has a behavior disorder and how it might impact the Scout's capacity to abide by the rules. Unit rules should be discussed with the parents and the Scout. The Scout leader should work with the Scout and his or her parents to establish a behavioral plan that will enable the Scout to maintain appropriate behavior. The Scout leader should explain consequences for the Scout's failure to maintain appropriate behavior to the parents and the Scout. Such consequences can include sitting out games, suspension from a unit meeting or campout, etc. Have such rules in writing for all Scouts and their parents or guardians.

6. Diet and Eating Restrictions

Any special diets or restrictions, including any chewing or swallowing difficulties, should be explained to the Scout leader. If a special diet is necessary, food for campouts should be provided by the parents.

7. Independent Living or Self-Care Skills

The Scout's ability to attend to his or her personal needs, and any special support the Scout might require in this area, should be discussed with the parents.

8. Transportation

Transportation to and from unit meetings is the parents' responsibility. Carpooling with other parents is suggested but must be arranged among parents.

9. Unit Operation

The Scout leader should explain the Scouting program and emphasize why advancement (at whatever rate possible and appropriate) is important to the Scout. Parents should be encouraged to reinforce their child's activities.

C. Selecting the Right Adult Leadership

1. Leadership Is Opportunity

Scouting's program is a leadership opportunity, offering volunteers a chance to serve youth in a very meaningful way. Scouting service can provide deep personal satisfaction, but the volunteer must understand that the service is always demanding, and never routine.

Wise leaders expect problems, but do not consider them to be overwhelming. They plan ahead, step by step. Experienced leaders see the youth with a disability as a youth with an individual difference. There are other individual differences among youth—one might be overweight, another might be too thin, and still another might have an emotional problem.

All of these differences present familiar challenges Scouters have faced with other Scouts. With ingenuity, leaders can deal with youth with mental challenges. The disability is not as important as the leader's determination and the young person's willingness to try.

One thing the leader must do is to cast aside preconceived notions. Preconceptions get in the way of important, and otherwise obvious, truths. For example, the youth with a disability is interested in Scouting for the same reasons any other youth is interested—for the fun and enjoyment it offers, as well as the shared experiences.

A chartered organization's objectives and the mission of the Boy Scouts of America are achieved through the example and efforts of the unit leader. A key function of the unit committee is to select the best possible individual to be the volunteer leader.

There are many qualified prospects for leadership positions. Scouting's leadership selection process helps ensure that the most qualified person is selected. The Boy Scouts of America's publication *Selecting Quality Leaders,* No. 18-981, should be followed to assist with finding the right volunteer. Never settle for second best. Take every step to eliminate unqualified people from the leadership of the unit.

Make it clear to the unit committee members that the person they choose should be the kind of role model he or she would want their child to associate with during their formative years. Committee members must be comfortable in knowing that the youth will be safe under the leader's guidance on camping trips, during counseling, and in all other aspects of unit leadership.

The unit leader will be a role model for the youth in the unit. A good unit committee can find a well-qualified person. The vital role of shaping young lives demands nothing less.

Involving adults with disabilities in leadership positions is an excellent way to create a stronger awareness of the needs of youth with disabilities. Their involvement can serve as a great role model to youth with and without disabilities, letting them see that they can be involved in Scouting just as others are who have similar disabilities.

If you have a health-care provider who works directly with people who have disabilities, they would be a great source for additional adults to be involved with a unit, possibly as a unit committee member, a leader, or a consultant involved on your district or council disabilities committee in support of Scouting for youth with disabilities.

V. Cub Scouting Program

The advancement program of Cub Scouting is flexible. Its tests are explicit but are based on the boy doing his best. Pack leaders and parents should interpret them so that they are meaningful, yet given with the understanding that a boy will do his best. Authorized flexibility—long a part of this program—permits substitution of requirements where a disability becomes an obstacle.

The advancement steps in Cub Scouting are related to age as well as school grade level. Every new Cub Scout, regardless of age, begins with the Bobcat rank.

Boys in first grade or who are 7 years old work toward the Tiger Cub rank, using the *Tiger Cub Handbook*. A Tiger Cub receives the Tiger Cub immediate recognition patch which he wears on his right pocket. He earns this by learning three of the requirements for the Bobcat badge—the Cub Scout sign, the motto, and the salute. He receives a bead for each part of five achievements—a white bead for each family activity, an orange bead for each den activity, and a black bead for each Go See It (a field trip related to the achievement). After he has earned five beads of each color, he receives his Tiger Cub badge. Then he can earn Tiger Track beads (yellow washer-shaped beads) for completing 10 elective projects.

An 8-year-old or second-grader works toward the Wolf rank, using the *Wolf Handbook*. He may receive a diamond-shaped "Progress Toward Ranks" patch and a yellow bead when he completes any three achievements. Another bead is added for every additional three achievements. When he has four beads, he is eligible to receive his Wolf badge. If he completes the requirements—called "achievements"—before his ninth birthday or completion of the second grade, he may continue to earn Arrow Points by completing 10 elective projects.

A third-grader or 9-year-old works on the Bear rank. Like the Wolf Cub Scout, he receives a red bead to add to his Progress Toward Ranks patch each time he completes three achievements. Arrow Points are also provided at his age level when he completes the Bear achievements and earns the Bear badge.

Fourth- and fifth-grade or 10-year-old Cub Scouts are called Webelos Scouts and work in 20 activity badge areas. They may also earn the Webelos badge and the Arrow of Light Award, which include preparation for the requirements of becoming a Boy Scout.

Cub Scouting is adaptable to all Scouts with disabilities without special instruction on each achievement.

In the Wolf and Bear Fitness achievements, for example, the book says: "If a physician certifies that a Cub Scout's physical condition for an indeterminable time won't permit him to do three of these requirements, the Cubmaster and pack committee may authorize substitution of any three Arrow Point electives."

The Webelos den is the bridge from Cub Scouting to Boy Scouting. Using the *Webelos Handbook* and having an active Webelos den leader are ideal to gradually introduce the boy to Boy Scouting.

The advancement program is flexible. With guidance, most boys can learn and perform the skills. Advancement requirements should not be watered down or eliminated for boys with disabilities. 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 Scout with a disability to earn his awards. The standard for every boy is, "Has he done his best?"

A Cub Scout who has a disability 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. 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. Completing requirements for a badge might seem like forever to him. Be sure to give the Scout periodic recognition at den meetings and prompt recognition at pack meetings when he earns a badge.

While leaders must be enthusiastic about helping youth with disabilities, they must be prepared for the special demands that will be made on their patience, understanding, and skill in teaching advancement requirements.

Cub Scouting, as part of its ongoing effort to provide current program information to leaders working with youth with disabilities, has added a chapter to the revised and enhanced *Cub Scout Leader Book* entitled "Cub Scouts With Disabilities." This chapter will assist leaders with methods for adaptations, rank advancement, Cub Scout outings, and developing sensitivity for different disabilities. It covers such topics as:

Four categories of disabilities
Understanding abilities
Den and pack meetings
General guidelines
Outdoor program
Adaptations
Advancement
Open-ended activities
Other issues

The completely revised and enhanced *Cub Scout Leader How-To Book* also contains a chapter on Cub Scouts with disabilities. It will help leaders design activities within the capabilities and interests of Cub Scout–age boys who are challenged.

VI. Boy Scouting Program

Many Scouts with disabilities may have difficulty completing the requirements to advance in Scouting. However, it is important that these Scouts feel as much like their fellow Scouts as possible, therefore completing the requirements as stated in official Scouting literature should be a primary objective.

Advancement is as important in Boy Scouting as in Cub Scouting. It occurs individually, within the patrol and also within the troop. Boy Scouting offers the opportunity for all boys to advance at their own pace and to choose many merit badges that will meet their needs and requirements for advancement.

Advancement involves three kinds of recognition:

1. Six rank advancements: Tenderfoot, Second Class, First Class, Star, Life, and Eagle. No merit badges are required to earn Tenderfoot, Second Class, or First Class.
2. Immediate recognition using My Scout Advancement Trail as each requirement for rank advancement is completed. Scouts receive colored beads as requirements for Tenderfoot (white), Second Class (green), and First Class (red) are completed. In this way, Scouts can work on requirements for more than one rank at the same time, although badges must be earned in order.
3. More than 100 merit badges in a wide variety of fields.

To become a Boy Scout, a boy must pass simple joining requirements involving his understanding of the Scout Oath, Scout Law, motto, slogan, Scout badge, Outdoor Code, and his ability to demonstrate the Scout sign, salute, and handclasp.

It may take these Scouts with disabilities a little longer than others, so using the immediate recognition system with the leather thong and beads can be a real motivator. If a Scout's disability limits him in completing a particular requirement or merit badge, then he may wish to apply for alternate requirements for Tenderfoot through First Class ranks, or for an alternate merit badge.

All current requirements for an advancement award (ranks, merit badges, or Eagle Palms) must 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.

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."

The advancement policies related to certification for all Boy Scout advancement are appropriate for Scouts with disabilities as well. 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 Scout board of review.)

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 Scout with a disability. It is urged that common sense be employed.

If a Scout's disability hinders him in completing a particular requirement or merit badge, then he may wish to apply for alternate requirements for Tenderfoot through First Class ranks, or for an alternate merit badge.

A. 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.

To keep Scouts with disabilities involved in the advancement process, some advancement accommodations may be required. For example, a Scout who uses 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 support Scouts with disabilities in their efforts to advance. The substitute should provide a similar learning experience to the original requirement. Bear in mind that the outcome of the Scouting experience should be one of fun and learning, and not of simply completing the requirements for rank advancements, which might place unrealistic expectations on the Scout with a disability.

Listed below are the procedures for applying for alternate requirements.

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 an intellectual or developmental 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 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, using 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. There is also an appeal process for situations where the advancement committee turned down the request. The council can share the process with the Scout and the Scoutmaster at that time.

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

B. Application for Alternate Eagle Scout Rank Merit Badges

1. Instructions

The Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730, 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* Venturer (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 candidate's disability.
4. The unit leader and unit committee chair 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 completing.
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 begins to work on approved merit badges.
7. Upon completion of the Eagle Scout rank requirements using the alternate merit badges, the candidate appears before the board of review. The 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 a Venturer to be an Eagle Scout candidate, he must have achieved First Class rank as a Boy Scout or Varsity Scout.

2. 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* Venturer (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 previously 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 form, Application for Alternate Eagle Scout Rank Merit Badges, must be completed prior to the candidate's qualifying for alternate merit badges.
6. The alternate merit badges chosen must be of such a nature that they are as demanding of effort as the required merit badges.
7. When alternates chosen involve physical activity, they must be approved by the physician if the Scout has a physical disability.
8. 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.
9. This application must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for the disabled.
10. The candidate's application for Eagle Scout must be made on the Eagle Scout Rank Application, No. 58-728, with the Application for Alternate Eagle Scout Rank Merit Badges and the Eagle Scout Leadership Service Project Workbook attached when submitted to the council for his Eagle Scout board of review.

3. The Purpose of the Eagle Scout Award

A recipient of the Eagle Scout Award is a Boy Scout, Varsity Scout, or qualified* Venturer 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

4. Boy Scouting Program Support

Outdoor Cooking. You must personally go to the grocery store with a companion to price and decide what to buy. It is essential for all scouting.

Using a Scout Knife, Ax, and Saw. Teach Scouts respect for the sharp edge of knife and ax—not fear. Remember that more people are seriously cut by dull tools than sharp ones. With adequate instruction and much experience, a boy can use a Scout knife and hand ax efficiently and safely. If he says he already knows how to do something, just say, "Fine, I'll watch while you do it."

Remember that a youth may not have been allowed to use these tools before, and therefore lack the familiarity of seeing or knowing about them. It may take several different experiences in actual camping situations before the Scout can safely control and use these tools without close supervision.

There is no substitute for practice in sharpening and using a knife and ax. Teach the Scout to stroke the blade on a sharpening stone.

Splitting is the first ax skill a Scout should learn. He should use the contact method described in the *Boy Scout Handbook*, in which the ax and the piece of wood are in contact and brought down together against the chopping block.

Insist that the Scout study the handbook, and stress the safety rules. In teaching a Scout how to use the ax, have him put his hands on yours, kneeling correctly, observing what you do. Then he should hold the wood and the ax with your hands on his. Help him to understand the importance of a tight grip. Help the Scout get the feel of the hand ax.

Remind the boy that not only wood but people can get cut. Demonstrate in slow motion the dangerous ways an ax or wood can go if he is not careful. Make sure he rests when he is tired, because this is when an ax is difficult to control.

When he seems to understand and can chop firewood with little trouble, still keep him within view whenever he uses the ax. Another person may startle him, or he may not check for nearby branches, or he may momentarily forget other safety rules.

After learning how to split wood, the boy should learn how to chop a stick of wood in two. He should use the same contact method. Use special care to hold the ax with a slant against the stick rather than perpendicular to the grain. The beginner should not swing the ax for chopping or splitting until he has acquired good control with the contact method (which is completely adequate to do the job).

Teach the use of the saw by guiding his motions at first. If quite a bit of sawing is to be done, drive two longer sticks into the ground in an "X" shape, as a saddle for a block of wood, to steady the wood while sawing. Lay the wood to be cut across the top of the "X" where the sticks cross.

Preparing Tinder, Kindling, and Fuel. The Scout should prepare a generous supply of good kindling and cooking fuel for a complete meal. When making fine kindling with the knife or ax, have him collect it in a can or paper bag so that he can keep track of it as it is made.

A tinder pile the size of his head will be adequate for a cooking fire.

Building the Fire. The Scout should clear a spot 10 feet in diameter of sticks, dry leaves, and twigs before building a fire. He should understand that this will lessen the danger of the fire "getting away" from him.

Orally guide the Scout in laying the fire. If necessary, guide his hands a little, but do not place or move any of the wood for him. The Scout should place the tinder in position where it will ignite the next-larger kindling. Then he should hold the matchbox or stone so that, resting on his elbow, he can strike the match and have the match in position with only a wrist movement. Have him practice the match position so that when the match is lit it will be just under the tinder and the flames can lick up through it.

Sometimes a Scout fears getting burned and needs to light a few matches and hold them lit before he tries to light one under wood. He needs to

know what the flame is going to do so that he is not afraid.

Feeling with a stick for the rocks around a fireplace or the sticks pounded into the ground to mark the fire area, and then holding his hand above the fire help the Scout to locate the greatest heat and know when to add wood and where to place it. Mastering the art of preparing and lighting a fire with two matches and learning when and where to place food to cook takes much time and practice, but the satisfaction and self-confidence this gives to the Scout make it well worth the effort.

Also teach Scouts how to cook with charcoal. Here is one good way to start charcoal without kindling or lighter fluid:

Remove both ends of a large juice can. Set the can on a couple of stones, sticks, or charcoal pieces so that there is an inch or two of air space beneath the edges of the can. Loosely crumble one sheet of newspaper inside the can so that the can is full of the crumpled paper (or use twigs or dry leaves).

Lay one or two layers of charcoal on the top of the paper in the can. Light the paper at the bottom of the can. When the paper is burned and you can feel the heat of the charcoal, move the can out of the way. Add more charcoal as needed.

When putting a fire out, after sprinkling until there is no sizzle, the Scout should stir the ashes and sprinkle again until he can stir the ashes safely with his hands. Remind him to wash his hands to remove the black ashes.

Preparing a Meal. It is important that a Scout get experience in a kitchen before attempting to cook on a campout. He should learn that he can put one hand on a frying hamburger, slide a spatula under it, and turn it over without burning himself. Overcoming fear of the heat may take several experiences.

Actually, cooking a few simple things on the kitchen stove makes coping with firewood, flames, smoke, and keeping things out of the dirt around the campfire more fun. When food is to be cooked in aluminum foil when camping, take some unit meeting time to teach how to fold the foil so juices are sealed in securely and the package can be turned over while cooking without losing the contents.

Good quality food should be used so that the finished product will be tasty. A Scout can prepare and pack the food in a kitchen just before starting on the camping trip. Hamburgers, steak, chicken, or fish can be dabbed with butter, sprinkled with salt and pepper, and wrapped in aluminum foil for fast and good results. The boy must learn to wrap well and fold the foil so the packages are securely sealed. He can also wrap salted corn on the cob, scrubbed potatoes, and cored apples with a wet paper towel (to prevent burning) before putting them in aluminum foil.

Considerable practice is required to place a frying pan, can of water, or foil-wrapped food on the fire and to remove it. Cotton work gloves can be used as pot holders. Improvising a grate for a level cooking surface makes cooking easier. Placing stones around the grate is helpful in giving a definite boundary for the fire. Learning to keep the cooking fire at an even heat will make it possible to time the cooking so that food will be well cooked and not burned.

Frequent "hand thermometer" checks will enable the Scout to know when and where to feel the heat of the fire or move the food. Teach the use of the hand thermometer to estimate heat. Scouts have become good cooks, knowing and maintaining the correct heat and timing. It takes much experience in the kitchen and over a campfire before real independence is achieved.

Cleaning Up. Neatness and orderliness are essential in helping Scouts know where to find the things they need. Paper or plastic bags may be used for mixing, clean sticks for stirring, foil and tin cans for pans in order to keep dish washing and cleanup to a minimum. Rubbing the outside of cooking pans with wet softened soap or wet soap powder before placing them on the fire will speed the removal of smoke and soot afterward. Cleanliness must be stressed particularly, since a boy may not realize how dirty he gets working around a campfire. Fingers can be more accurate than the eyes in dish washing, especially when food sticks.

VII. Venturing Program

Venturing, launched in the fall of 1998, is the young-adult program of the Boy Scouts of America for young men and young women who are 14 (and have completed the eighth grade) through the age of 20.

Venturing's purpose is to provide positive experiences that help young people mature and prepare to become responsible and caring adults. The program of a Venturing crew revolves around high-adventure outdoor activities and vocational or hobby interests of youth members and adult leaders. Church youth groups have adopted Venturing to provide additional structure and resources to their youth ministry program.

Sea Scouting is also part of Venturing. Youth members have the interests, and adult leaders provide the resources and expertise.

Community organizations that have Boy Scout troops often organize Venturing crews to provide new challenges for their older youth and to complement their Boy Scout troop program.

Venturing also features an advancement program. To provide a pathway to many different experiences, five Venturing Bronze awards are available: one each for arts and hobbies, outdoors, sports, Sea Scouting, and religious life. A youth can also earn the Venturing Gold Award. The highest Venturing award is the Silver Award. The Silver Award requires proficiency in emergency preparedness, participation in Ethics in Action, and completion of the Venturing Leadership Skills Course. Gold and Silver awards also require a crew review that includes Venturers and adults.

The Ranger Award identifies a Venturer who is highly skilled in a variety of outdoor skills, trained in outdoor safety, and ready to lead or assist others.

The Quest Award requires Venturers to learn about fitness and sports. They must choose one sport in which to become proficient.

The TRUST Award helps Venturers to learn about their own religion and how it affects their lives. They learn about other cultures as well as how to better serve their community.

Some Venturers who have been Boy Scouts may wish to earn the Eagle Scout rank. If they have reached at least First Class rank in a troop, Venturers can work toward Eagle Scout by meeting the requirements as defined in the *Boy Scout Handbook*.

For more information, see the *Venturing Leader Manual*, No. 34655. It contains a wealth of how-to information and program ideas. It also includes a dictionary-like reference guide of Venturing terms, policies, awards, and program features.

VIII. Learning for Life Program

Learning for Life Champions and Champions Transition are designed to meet the needs of youth with disabilities. The program is delivered in the classroom with the teacher serving as leaders; however, the program is supported through mentors from the community that can provide more guidance such as a police officers and fireman, etc. teaching safety issues.

Organization of school groups in Learning for Life, training, and ongoing service is provided by Learning for Life staff and volunteers in each local council. For assistance in establishing a Champions group, contact your local council office. Champions and Champions Transitions curriculum are available only to Learning for Life groups, schools, and organizations participating in the Learning for Life program.

What Is Learning for Life?

Purpose and Rationale

Learning for Life offers seven programs designed to support schools and community-based organizations in their efforts to prepare youth to successfully handle the complexities of contemporary society and to enhance their self-confidence, motivation, and self-esteem. The seven programs focus on character development and career education. Learning for Life programs help youth develop social and life skills, assist in character development, and help youth formulate positive personal values. It prepares youth to make ethical decisions that will help them achieve their full potential.

Adults involved in Learning for Life are selected by the organization in which they work (e.g., schools, local businesses, community organizations, etc.). Race, religion, gender, sexual orientation, ethnic background, economic status, and citizenship are not criteria for participation in Learning for Life.

At a time when drugs and gangs are ravaging many of our schools and communities, Learning for Life can be a catalyst to help stop this trend. The program uses age-appropriate, grade-specific lesson plans to give youth skills and information that will help them cope with the complexities of today's society.

Learning for Life makes academic learning fun and relevant to real-life situations. As a result, the positive character traits and skills learned by participation in Learning for Life not only make students more confident and capable, but also give them an invaluable understanding of how things work in the real world. School and community demands for character education and career education programs have greatly influenced the dramatic growth of Learning for Life. Learning for Life has been adopted by more than 17,000 schools and organizations nationwide, serving over 1.5 million youth.

Programs in Learning for Life

Seekers (Kindergarten–Second Grade)

The Seekers program offers an integrated approach to character development designed for kindergarten through second-grade youth. The program blends character development, life skills, academic learning, and outdoor experiences into a comprehensive program geared to help students successfully handle

the complexities of contemporary society; reinforce social skills, critical and creative thinking, ethical decision making, and conflict resolution; and build their self-esteem. The core character traits promoted in Seekers are respect, responsibility, honesty/trust, caring/fairness, perseverance, self-discipline, courage, citizenship, and life skills. Curriculum books for each grade level consist of 61 lesson plans, all age-appropriate and grade-specific. Lessons focus on themes such as accepting consequences, gangs, meeting deadlines, respecting differences, and sticking to what's right. Through reflection activities in each lesson, students analyze their behaviors. Lessons are easily integrated into core curriculum subjects. Each lesson plan includes a home activity worksheet, which teachers send to the student's parent or guardian as an extension activity to reinforce concepts taught in the lesson plan. Other features of the Seekers program include outdoor experiences, community speakers, field trips, and teacher training.

Discoverers (Third and Fourth Grades)

The Discoverers program combines character development, life skills, academic learning, and outdoor experiences specifically designed for third- and fourth-grade youth. It mirrors Seekers by providing an integrated approach to character development. The lesson plans focus on the same nine character traits as Seekers: respect, responsibility, honesty/trust, caring/fairness, perseverance, self-discipline, courage, citizenship, and life skills. Each of the third- and fourth-grade books has 61 lesson plans focusing on many of the same themes as the Seekers program; however, lesson plans progress in difficulty and cognitive level. Lessons focus on critical thinking, conflict resolution, perseverance, courage, interpersonal skills, and ethical decision making. To further enhance the Discoverers program, each book contains an interactive CD-ROM game for students, titled *Super Safe.* The game presents a series of six age-appropriate scenarios where students have to make choices about safety issues. The six scenarios are "Internet Safety," "Nonviolent Strategies," "Verbal Abuse," "Bullying," "Youth Protection," and "Unsupervised Children." The game also provides information that can be sent home to parents or guardians. The information details issues addressed in the *Super Safe* CD-ROM game and shows ways parents or guardians can help their child's development. Other components of the Discoverers program include community speakers, mentors, outdoor experiences, field trips, and teacher training.

Challengers (Fifth and Sixth Grades)

Specifically designed for the cognitive and developmental levels of fifth- and sixth-grade students, the Challengers program continues Learning for Life's character education emphasis by integrating components of both the Seekers and Discoverers programs. Challengers focuses on the same nine character traits as Seekers and Discoverers: respect, responsibility, honesty/trust, caring/fairness, perseverance, self-discipline, courage, citizenship, and life skills. The 61 lesson plans in each of the Challengers books focus on topics such as being responsible, making good decisions, code of ethics, empathy, etc. The lesson plans are geared to a higher level of cognitive and developmental learning than the Seekers and Discoverers lessons. Challengers, like Discoverers, comes with a *Super Safe* CD-ROM game for students. However, the game for Challengers is completely different from the Discoverers game, and offers more difficult scenarios to enhance students' critical thinking skills. Other features in the Challengers program are community speakers, mentors, outdoor experiences, field trips, and teacher training.

Builders (Seventh and Eighth Grades)

The Builders program is a comprehensive, four-tier blend of elements focusing on character education, career education, building relationships, and citizenship for students in the seventh and eighth grades. Lesson plans in both the seventh- and eighth-grade books are designed to reinforce social, academic, and career education skills in various areas, such as critical and creative thinking, conflict resolution, decision making, interpersonal relationships, practical life skills, self-esteem, writing and language arts, citizenship, and personal fitness. There are 44 lesson plans in each of the Builders books, with topic titles ranging from "Peer Pressure: Who Can I Trust" to "Self-Assessment of Skills and Abilities" to "Problem Solving: The Intricacies of Relating to Others." The lessons are action-oriented and use teaching techniques such as role-playing, small group discussions, and reflective and moral dilemmas exercises. In addition, many of the same features included with the Seekers, Discoverers, and Challengers programs are part of Builders, including community speakers, mentors, outdoor experiences, field trips, and teacher training. A *Life Choices* CD-ROM game is included in both the seventh- and eighth-grade books. It offers exciting activities that help teach life and career skills.

Navigators (Ninth–12th Grades)

The Navigators program is designed to extend the learning experiences taught through Learning for Life's Builders program. Just as the word "navigators" implies, the program serves to guide students in the ninth through 12th grades in making a successful transition from high school into real-world endeavors, including post-secondary education, acquiring a job, being a productive citizen, and establishing and maintaining positive relationships with others. There are two books in the Navigators program: *Book One—A Personal Compass for Daily Living* features lesson plans in citizenship, ethical dilemmas, habits of character education, and service to others. The book includes a student CD-ROM game titled *Leadership Development.* This CD offers leadership workshops that provide students exposure to life skills, personal management skills, and group leadership skills. *Book Two—A Road Map for the Future* features lesson plans in career education, college life, and life skills. It includes a CD-ROM titled *Life Choices*.

Although aspects of these two books are introduced in Learning for Life's elementary books and taught in a more advanced way through the seventh- and eighth-grade books, Navigators takes students to a much deeper level of learning and a much broader set of learning experiences. When students complete the Navigators program, they will be better prepared to enter the workforce or enter post-secondary education. They will have deeper understanding and more strategies to support their efforts to achieve success in their chosen venture.

Champions (for Special-Needs Youth)

The Champions program teaches students with special needs the life skills they need to achieve self-sufficiency. The lessons also focus on and enhance student self-development. Areas covered include:

- Self-concept. Students develop an awareness of personal, social, and civic responsibility.
- Personal/social skills. Students learn how emotions affect their own behavior and that of others.
- Life skills. Students are taught basic skills for independent living, such as personal hygiene, meal preparation, and job-readiness training.

Because of the various forms and levels of special needs that schools may encounter, any of the Learning for Life curriculum books may be used in the Champions program. In this way, Learning for Life can be tailored to fit the needs of each individual class and student and is certain to be age-appropriate.

Champions Transition

The Champions Transition program is geared toward high school–age special-needs youth. This program features lesson plans focusing on managing finances, vocational opportunities, mental skills for good work habits, decision-making skills, planning and preparation, and seeking a job.

Exploring Program

Exploring is a worksite-based and hands-on career-based program for young men and women who are 14 (and have completed the eighth grade) or 15 through 20 years old.

Exploring's purpose is to provide experiences that help young people mature and to prepare them to become responsible and caring adults. Explorers are ready to investigate the meaning of interdependence in their personal relationships and communities.

Exploring is based on a unique and dynamic relationship between youth and the business organizations in their communities. Local community organizations initiate a career-oriented Explorer post by matching their employees and program resources to the interests of young people in the community. The result is a program of activities that helps youth pursue their career interests, grow, and develop.

Additional Features of Learning for Life

Leadership Workshop Series. This is a series of workshops on CD-ROM for senior high students designed to help them develop life skills, personal management skills, and group leadership skills. The CD-ROM is included in the first book of the Navigators program, *A Personal Compass for Daily Living*. The workshops can be offered as one-day sessions, an overnight meeting, or as a series of short sessions.

Drug Prevention Education Program. This is a series of books for kindergarten through sixth-grade youth. The books include age-appropriate and grade-specific lesson plans geared to educate students about the dangers of drug abuse. A full-color poster is included in most books.

Community Role Models. The Learning for Life seventh- and eighth-grade program is designed to provide community role models to motivate and

interact with youth. Role models meet with a specific class (e.g., English, social studies, or math) and discuss the relationship of that subject to a work situation. These role models, with backgrounds similar to those of the youth, share their personal paths to success, including the pitfalls and the high points.

Life Choices **CD-ROM Game.** There are interactive computer games that give students opportunities to practice ethical decision-making skills. They can be found in both the seventh- and eighth-grade books and in the second book of the Navigators program, *A Road Map for the Future*. A series of situations is presented where the student must make a choice. The computer gives the student immediate feedback by providing a consequence of the choices made while playing the game. Reports are given at the end of the game, summarizing how the student performed in some key elements of character.

Super Safe **CD-ROM.** In the third- through sixth-grade books is a Learning for Life CD-ROM computer game for students called *Super Safe*. The CD-ROM has two completely different games, one for students in grades three and four, and the other for grades five and six. Each game has a series of six age-appropriate scenarios. Each scenario is a situation where students have to make the safest choice. They get immediate feedback on their choice by getting a consequence. The six scenarios presented in each game are:

1. Internet Safety
2. Nonviolent Strategies
3. Verbal Abuse
4. Bullying
5. Youth Protection
6. Unsupervised Children

There is also information for teachers to print out and send home to parents or guardians. It will detail the issues addressed in *Super Safe* and show ways they can help their child's development.

Kid Serve Community Service Learning. This program is designed to raise awareness about social problems that kids can address in their community through planned community service projects.

Volunteer Leadership

Schools and organizations participating in Learning for Life are called Learning for Life groups or Explorer posts. Each group or post is led by a minimum of four adults at least 21 years of age. Other volunteer leaders, both men and women, are also involved in the program and serve in a variety of positions. Standards for leadership are established by the participating organization.

Training

Learning for Life offers training seminars for all seven programs. They are designed to prepare volunteers and teachers to use Learning for Life materials. The training can also be conducted to orient school administrators, prospective financial supporters, and other interested parties on the value of the programs.

Recognitions

Learning for Life offers a recognition plan to encourage positive behavior, to foster a sense of belonging in the group, to assist in building self-esteem, and to reward a positive work ethic. In Exploring, numerous scholarships are available from a variety of national organizations.

For Seekers and Discoverers, the recognition plan is an honor wall chart with spaces for student names. There are 15 brightly colored peel-off stickers that relate to the lesson plan themes in each book. When the class completes a designated set of themes, the teacher places the appropriate sticker on the honor wall chart by the name of each student who participated. In addition, students receive stickers to wear on their clothing.

The Challengers (fifth- and sixth-grade) recognition plan also is an honor wall chart with 15 peel-off stickers and iron-on patches for the students to wear on their clothing.

The seventh- and eighth-grade Champions (special-needs youth) recognition program has its own honor wall chart and incentive stickers.

Students involved in the Seekers, Discoverers, Challengers, and Champions programs also get their own individual honor wall chart (8.5-by-11 inches) for stickers.

Navigators and Explorers can receive Career Achievement Awards for their accomplishments in different career fields.

Learning for Life also offers recognitions for adults who participate. There is also a Character Education Quality Award for classrooms.

Mission Statement

It is the mission of Learning for Life to enable young people to become responsible individuals by teaching positive character traits, career development, leadership, and life skills so they can make ethical choices and achieve their full potential.

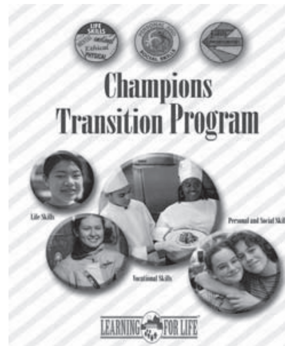
Learning for Life
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
Telephone 972-580-2433
Fax 972-580-2137
Web site: www.learningforlife.org

Champions Programs

This brochure is available through the National Distribution Center with your council by ordering No. 99-268.

Transition Lesson Plans

Learning for Life announces a new addition to the Champions Program for students with Special Needs. The new Transitions Program is designed to meet the needs of Middle and High School students in helping them achieve skills that will assist them with the process of transitioning from school into the workplace.



The new book (#32033) offers 24 lesson plans that will help students gain Life Skills, Personal and Social Skills, and Vocational Skills.

The Lesson Plans are as follows:

Managing Finances
How to count money/make change
Personal budgeting
Checkbook management
Credit card management

Vocational Opportunities
Rewards of working
Sources of training
How work relates to self-esteem
Classifications of jobs

Mental Skills for Good Work Habits
Importance of following directions
Importance of punctuality
Work well with others/being a team player
Meeting work demands/understanding authority

Decision Making Skills
How to get help
Consequences of a bad decision
Developing Alternatives
Developing personal goals

Planning and Preparation
Identify vocational interests
Choosing a job
Requirements of a job
Abilities & skills needed for chosen job

Seeking a Job
Looking for a job
Applying for a Job
Interviewing for a job
Understanding job standards

Recognition Items

The **Transition Award** is a Certificate available on www.learningforlife.org or through your local council. Requirements include participation in 2 lesson plans from each of 3 skill areas, Life, Personal & Social, and Vocational. **The Transition Award of Excellence # 14212** is a gold medal available through your Learning for Life staff. The award of excellence is awarded for participation and is recommended given at the close of the school year and can be awarded each year they participate in the program.

Serving Youth With Special Needs Through Learning for Life

Learning for Life's Champions program provides students with mental disabilities help in developing social/personal, life, and self-concept skills to help them achieve greater self-sufficiency.

What Is Learning for Life?

Learning for Life is an educational program designed to meet the needs of youth and schools. It helps youth meet the challenge of growing up by teaching character and good decision-making skills and then linking those skills to the real world.

Developed by professional educators and child-development experts, the age-appropriate and grade-specific lesson plans of Learning for Life have been praised for their ability to get youth involved through the use of such teaching techniques as role playing, small group discussions, and reflective exercises.

Learning for Life was designed to focus on life skills that enable students to have fun and

- Build self-esteem and confidence
- Build self-reliance and discipline
- Develop a sense of personal and social responsibility
- Show how they can do their best
- Learn the value of helping others
- Develop a capacity to get along with others
- Develop a sense of personal achievement by learning new skills
- Gain an enhanced self-image through activities that develop personal responsibility
- Develop a sense of fair play and team spirit

Outdoor Activity

All students have an opportunity to participate in a meaningful experience in the outdoors in the Champions program. Field trips are planned to give students a chance to enjoy and learn from nature. Learning for Life volunteers organize the trips, which are held at local camps and parks.

Program Support

Support services are provided by the local Learning for Life staff member assigned to your school or organization. Services include training in all areas, program materials, curriculum, recognition items, mentors, and outdoor programs—all provided by a staff of volunteers and supported by a full time professional.

Visit Learning for Life on the Web at
www.learning-for-life.org

Special Needs Program/Champions

The Champions program is made up of 57 lesson plans designed to teach youth with disabilities the life skills they need to achieve self-sufficiency. Each lesson plan is centered on a skill-oriented theme, and activities are for class or individual use.

Areas covered include

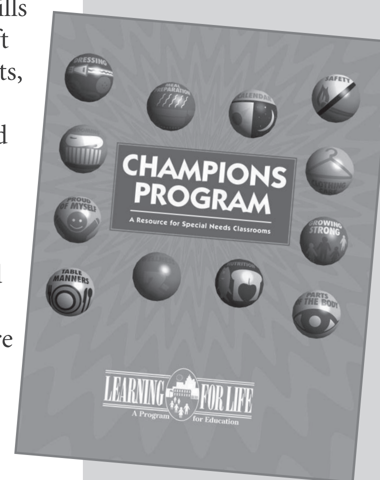
- Self-concept—Youth develop an awareness of personal, social, and civic responsibility.
- Personal and social skills—Emphasize ways emotions affect the behavior of self and others.
- Life skills—Teaches skills for independent living, including personal hygiene, meal preparation, and job preparedness training.

Recognition Plan

Each Champions classroom is provided with an honor wall chart to display each student's achievements. Students receive recognition iron-on stickers that coordinate with the curriculum. *All students receive recognition*.

Elementary Program

Learning for Life's kindergarten through sixth-grade curriculum consists of 61 lesson plans per grade designed to reinforce social, ethical, and academic skills in areas such as critical and creative thinking, character-education activities, soft skills, practical living skills, building self-worth, writing, and other language arts, and participating citizenship. Lesson plans include themes such as accepting consequences, ethnic heritage, sticking to what's right, conservation, gangs, and never give up.



Seventh- and Eighth-Grade Program

The seventh- and eighth-grade Builders program has lesson plans developed around the student's self and community awareness. The program provides community mentors/role models to interact with and motivate youth and share their personal paths to success. Each book includes a series of 44 lesson plans that help youth develop the personal skills and values needed to make future career choices. An interactive CD-ROM game is included to help students analyze their own character traits.

Senior High School Program

The senior high program features 26 character-education activities and 35 interactive workshops. The character-education activities are proposed dilemmas that help students improve their decision-making skills. The 35 workshops teach the practical skills necessary for youth to acquire a job and stay employed. An interactive CD-ROM career game is included. The workshops are followed by a series of career seminars presented by community representatives who offer students an in-depth understanding and firsthand knowledge of the career fields they've chosen. Topics include job applications and resume writing, job interviews, employer and labor relations, women in the workforce, and ethics in the workforce.

Create a Caring Classroom

In the September 2000 issue of *Scholastic Instructor*, Jane Bluestine, Ph.D., said, "Every child has the right to experience success in school." Yet given the range of abilities, intelligence, and learning preferences of children, this goal can be quite a challenge. So much energy and instructional time is diverted to dealing with survival behavior. Would it be more efficient to establish classrooms that are caring and emotionally safe places, where self-protective measures are unnecessary? How many conflicts and outbursts in school are the result of a student's inability to meet his or her needs for identity, belonging, respect, and dignity in healthy ways?

The Learning for Life curriculum was created to address the needs of today's schools. It gives teachers, including special education teachers, an enhancement that addresses self and teaches conflict resolution through core values.

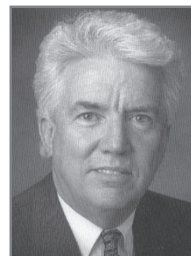
Endorsements

"Learning for Life has helped our students make decisions, which improves personal and social responsibility."

Matt Klosterman, director of special education,
Belleville Public Schools District, Belleville, Illinois

"In my classroom, students are learning new and useful skills to help them in their daily living. The Learning for Life program has been used to model many of the attitudes and behaviors that boys and girls need to be successful citizens. They are using the lessons daily."

Anita Jones, special education teacher,
Oklahoma City, Oklahoma



"It's not a passive learning process; it has an emphasis on activities."

Paul D. Houston, executive director
American Association of School Administrators

"Learning for Life has helped us in imparting real values to young people."

Carl Cohn, former superintendent of schools
Long Beach, California

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Irving, TX 75015-2079
972-580-2433
www.learning-for-life.org

IX. Understanding Categories of Disabilities and Best Methods

As you consider the different categories of disability and how to work with youth with disabilities, a good Web site on "person-first" language can be found at http://www.disabilityisnatural.com/peoplefirstlanguage.htm. This information can provide support in how you work with the Scouting program.

There are ideas of how to work with Scouts with a specific disability in each segment in this section. You will find that some of the ideas and techniques will work with more than one disability.

1. Common Issues With Disabilities

Disabling conditions create difficult psychosocial problems for the youth and his family. In some instances, a family has overprotected, overindulged, and overemphasized the disability by preventing the youth from having social experiences that would develop him and give him a sense of belonging, and in doing some of the things that all youth enjoy. On the other hand, some disabled youth actually are rejected by the family and have had few socializing experiences.

"Regardless of which of these extremes of reaction have impaired the youth, Scouting presents him with an opportunity to participate to the extent of his ability in the educational, recreational, and character- and citizenship-building programs that are inherent objectives of Scouting," states Chester A. Swinyard, M.D., Ph.D., professor of rehabilitation, New York University Medical Center.

2. Building Self-Esteem Through Scouting

Disabilities can sometimes result in experiences of repeated failure and frustration. This cycle of unsuccessful effort can erode self-confidence and result in low self-esteem. Scouting can help raise self-esteem by providing experiences that foster feelings of success and accomplishment. Scout leaders can assist by creating a positive outlook, providing tools and strategies for success, and promoting a caring and supportive environment. These are good principles of communication for all people with disabilities, not just Scouts.

1. Help set realistic goals.
    - Scout leaders and Scouts should share a common set of expectations.
2. Give the Scouts frequent, specific, and positive feedback.
    - Do not confuse the Scout ("you are good") with the behavior ("you did that very well").
    - Feedback should acknowledge good effort and should address areas of suggested improvement.
3. Accentuate the positive.
    - Focus on strengths to help keep motivation levels high.
    - Boost enthusiasm and pride by capitalizing on special talents and interests; nothing builds self-esteem like success.
4. Remember that frustration is not all bad.
    - Allowing Scouts to experience some frustration can be critical to the learning process. Don't come to the rescue with a "quick fix," but rather provide support and offer to help explore options.
    - It may be hard for a Scout to think of alternative ways to approach a task once frustration has set in. Whenever possible, identify possible repair strategies before beginning a task as a way to decrease anxiety and to promote perseverance.

5. Recognize that the group matters.
   - Acknowledge a Scout's important status within the Scouting unit.
6. Expect that mistakes will happen.
   - Help Scouts to appreciate that everyone makes mistakes. It may help to offer examples to decrease feelings of disappointment.
   - Talk about errors and mishaps openly. Try to be objective and to consider the context and setting.
   - Explain that trial and error is a valuable part of the learning process.
7. Help Scouts strive toward independence.
   - Try to encourage independence, particularly with regard to self-help skills and activities for daily living.
   - Encourage careful planning, risk taking, and evaluation of consequences. Start with small decisions and provide feedback as an "interested observer."

A. Definitions of Terms Associated With Disabilities

The usefulness of the following words, terms, and descriptions will assist you in making sense of information provided by medical professionals. These are not all of the terms used and some of them may be discontinued over time but are included since they are being used somewhere by professionals in the field of disabilities, by volunteers, by parents, or by people with disabilities. When a Scout's doctor gives you a report about his or her condition, this list can help turn that report into actionable information. The following list may seem long and intimidating, but it will help in understanding the support that youth with disabilities may need.

1. Five Categories of Disabilities

Learning disability (LD)—an impairment in which a student functions below level in one or more academic or skill areas.

Cognitive disability (CD)— a condition in which a student functions below their chronological age level in all areas of intellectual or cognitive functioning.

Developmental disability (DD)—a condition in which a person functions below level in all academic or skill areas.

Physical disability (PD)—a physical impairment.

Emotional and Behavioral Disorder (EBD)—an emotional or behavioral impairment.

Definitions of Terms Associated With Disabilities

Accommodations—Refers to adjustments and modifications made within a regular program to meet the needs of people with disabilities.

Adaptive physical education—Physical education programs that have been modified to meet the needs of students with disabilities.

Attention Deficit/Hyperactivity Disorder (ADD/ADHD)—A neurobiological disability characterized by inappropriate degrees of inattention, hyperactivity, and/or impulsivity.

Attribution—A person's ideas concerning the causes of personal successes and failures. (Note: individuals with disabilities often attribute successes and failures to factors outside of their control.)

Auditory discrimination—The ability to recognize differences in speech sounds and words.

Auditory perception—The ability to recognize and accurately interpret what is heard.

Cognitive processing—The thinking processes that support learning, such as perception, memory, language, attention, concept formation, and problem solving.

Collaboration—Two or more people working together to find solutions to mutual problems.

Comorbid conditions—The existence of two or more neurobiological conditions in one individual, such as ADHD with anxiety disorder. (Up to 50 percent of all people with behavioral or psychiatric conditions have more than one diagnosis. Scout leaders need to be aware that one disorder may affect another.)

Developmental delay—A condition in which skills or abilities are not acquired at expected ages; such lags can be in the area of cognition, physical coordination, communication, or social/emotional development.

Developmental lag—Delayed onset or acquisition in one or several skills or areas of development.

Disability—A condition that limits or restricts a person's ability to walk, talk, reason, etc.

Dyscalculia—Learning disabilities specific to the area of math.

Dysgraphia—Learning disabilities specific to the area of handwriting.

Dyslexia—A term used to describe learning disabilities specific to the areas of reading and language.

Dysnomia—A term used to describe difficulty in recalling names or in the use of specific words.

Eligibility criteria—Standards for determining whether a student can be classified as having a learning disability and be offered services and accommodations.

Heterogeneous—A term used to describe a range or variety of characteristics. (People with learning disabilities are a heterogeneous group because these individuals exhibit different behaviors.)

Inclusion—An educational service delivery model that places children with disabilities into general education classrooms or into programs with nondisabled peers. See http://cc.ysu.edu/~raalley/factsheet-mainstreaming.html for more information.

Individualized Education Plan (IEP)—A federally mandated document which must be written for all students classified as special education students. This plan includes summaries, achievements, accommodations, needs, and goals for the student. Obtained only with parental permission, it may contain information valuable to adults working with Scouts with disabilities. See Section X.E. for an example of the individual Scout advancement plan.

Language disorder—A deficit that results in improper or delayed language acquisition, difficulties with self-expression, or in the understanding of spoken language.

Learning disabilities—A term used to describe a group of disorders that can affect a person's listening, speaking, reading, writing, reasoning, or mathematical abilities. Other areas that can be affected include motor coordination, self-regulatory behaviors, social perception, and social understanding.

Learning strategies—Activities that individuals use to promote learning (focusing on how children learn rather than what they learn).

Life skills—Knowledge and abilities needed to adapt to real-life challenges and demands.

Maturation lag—Delayed onset or acquisition in one or several skills or areas of development.

Mental retardation—Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. (This term is seldom used now, but the description for this disability indicates cognitive, intellectual, or developmental disability.)

Multiple disabilities—Simultaneous impairments (such as mental retardation and blindness, mental retardation and orthopedic impairment, etc.), the combination of which causes such severe educational problems that the child cannot be accommodated in a special education program solely for one of the impairments. The term does not include deaf-blind children.

Perception—The process of recognizing and interpreting information received through the senses.

Perceptual disorder—A disturbance in the ability to perceive objects, relations, or qualities; difficulty interpreting sensory stimulation.

Phonological awareness—The ability to recognize and manipulate the speech sounds of language.

Remediation—A term used to describe special instruction provided to students with learning problems.

Resource room—An instructional setting within a school; often where students with learning disabilities receive support.

Self-esteem—Feelings of self-worth and self-confidence.

Short-term memory—A term that describes the temporary storage of information; sometimes referred to as working memory.

Social perception—The ability to understand social situations, respond to social cues, and recognize the feelings of others.

Social skills—Skills necessary for basic social interaction in everyday life.

Speech or language impairment—A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

Task analysis—Identifying the steps necessary to complete a task.

Visual discrimination—The ability to note visual differences or similarities between objects (including letters and words).

Visual impairment, including blindness—A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both children with partial sight and those with blindness.

Scouting Glossary of Key Scouting Words

Adult Leader—This term refers to an individual in a registered adult leadership position with the Boy Scouts of America.

Advancement—Advancement refers to the progression in rank through the Scouting program. Advancement may include other awards such as achievement belt loops, religious medals, or conservation awards.

Council—This is the chartered administrative body in a geographic area chartered by the National Council of the Boy Scouts of America.

District—This is the geographic area within a council territory which oversees the support of chartered organizations in that area, usually under the supervision and coordination of a district executive.

Scout—This is an individual youth registered in the Scouting program.

Scouter—This term refers to an adult leader registered in the Scouting program.

Scouting—This is a general term that includes all elements of the Boy Scouts of America program.

Training Aid—This is a manual, resource, tool, or other item used to assist in the training of Scouts or Scouters.

Unit—This is the local unit of Scouts and leaders chartered to the organization by the Boy Scouts of America. It will be referenced in the following different ways depending upon the age of the youth being served and the type of program being provided:

- Pack—Tiger Cubs(first grade, 6 years old), Cub Scouts for Wolf (second grade, 7 years old) and Bear (third grade, 8 years old), and Webelos Scouts (fourth and fifth grade, 9 and 10 years old).
- Troop—Boy Scouts ages 10½ to 18 years old or completed fifth grade or earned the Arrow of Light.
- Team—Varsity Scouts ages 14 to 18.
- Crew or ship—Venturers or Sea Scouts ages 14 through 20, both male and female.
- Learning for Life groups—Kindergarten through high school–age boys and girls.

2. Key Issues Related to Different Disability Categories

If a Scout or Scouter has any of these disabilities, the following information might be helpful. Always ask if he or she needs or wants assistance or support. If so, ask how you can provide that support. (More details can be found in Chapter IX of this book, A through I.)

Physical Disabilities

Remember that people who use adaptive equipment (wheelchairs, crutches, etc.) often consider their equipment an extension of their bodies.

Never move equipment out of a 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 sitting in a wheelchair on the head. This is a sign of disrespect.

When helping, ask how equipment works if you are unfamiliar with it.

Prevent straining the neck of a person in a wheelchair by standing a few feet away or sitting near them when talking.

Find a place to sit for long talks. Look them in the eye during the conversation.

Kneel, squat, or sit when talking with someone in a wheelchair so you are face to face with the person.

Hearing Disabilities

Make sure the person is looking at you and can see your mouth clearly before you begin to talk.

Speaking slowly may help, but some people who lip-read have more difficulty with this. It is more important to enunciate clearly. Don't exaggerate mouth movements.

Use gestures to help communication.

Ask if directions need to be repeated, and 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 face the source of light and keep their mouth clear of hair, hands, or food.

Shouting at a person who is deaf does not help. It distorts your speech and makes lipreading difficult.

Visual Disabilities

Identify yourself to people with vision impairments when entering a room.

Offer your arm, but don't try to lead the person.

Volunteer to read 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 or Language Disorders

Allow people with a speech disorder more time to process and express themselves. Repeat what was said to allow them to hear what you heard. Allow them to rephrase or offer to paraphrase for them.

Don't shout. Most people with speech disorders often have normal hearing.

Be patient. People with speech disorders want to be understood as much 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. Repeat to the speaker what you think they said, so that if you say something other than what the intended message is, the speaker knows to try again.

Avoid noisy situations. Background noise makes communication hard for everyone.

Model slow speech with short phrases. If someone is using an alternative or augmentative communication device, ask if he or she wants you to predict what they are saying. If not, allow them to finish complete thoughts before responding.

Cognitive, Intellectual, or Developmental Disabilities

People whose cognitive, intellectual, or developmental ability (mental performance) is affected may learn slowly and have a difficult time using their knowledge, but they can learn and have knowledge and skills.

Be clear and concise.

Don't use complex sentences or difficult words.

Use pictures and graphic depictions instead of, or in addition to, text or print materials.

Don't talk down to the person. "Baby talk" won't make you easier to understand.

Don't take advantage. Never ask the person to do anything you wouldn't do yourself.

Be understanding. People with below-average mental performance are often aware of their limitations, but they have the same needs and desires as people without the disability.

Social or Emotional Disabilities

People with social or emotional impairments (such as PDD—pervasive developmental disorder) have disorders that can make daily life difficult. If someone is obviously upset, stay calm. People with mental illness are rarely violent. Offer to get assistance. Offer to contact a family member, friend, or counselor.

Attention Deficit/Hyperactivity Disorder

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

Structure Scout meeting time, activities, and rules so that the Scout with ADHD knows what to expect.

Post a calendar of events and stick to it.

Be positive. Praise appropriate behavior and completion of tasks to help build the Scout's self-esteem.

Be realistic about behavior and assignments. Many youth with ADHD 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 or in several short testing sessions might help.

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.”

Give written instructions so he or she can see the assigned task.

Simplify complex instructions. 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 to determine what his difficulties are.

Remember that praise and encouragement can help build self-esteem.

Let other unit members use their friendship and support to show the Scout he belongs.

Use short, direct instructions that help the Scout know what is expected of him.

Stay with a regular schedule, as much as possible, 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.

B. Scouting for Youth With Learning Disabilities

This segment has been designed for Scout leaders who, through careful guidance and creative planning, can ensure that children and adolescents with learning disabilities will enjoy success and growth through Scouting. While these young people often require special instruction and support in school, their needs are often more easily met in Scouting. They can truly become contributing members of their den, pack, troop, team, crew, and the community at large.

A definition of learning disabilities developed by the National Joint Committee on Learning Disabilities reads as follows:

“Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perception, and social interaction may exist with learning disabilities, but do not by themselves constitute a learning disability.

“Although learning disabilities may occur concomitantly with other disabling conditions (for example, sensory impairment, mental retardation, serious emotional disturbance), or with extrinsic influences (such as cultural differences, inappropriate or insufficient instruction), they are not the result of those influences or conditions.” (1990)

Learning disabled (according to the Wisconsin legislature) is defined as functioning below the norm on one or more parameters; age is under 21.

1. Caring Adults Can Help Make Dreams Come True

All youth have dreams, aspirations, and wishes. They look at the world around them and search for models and heroes, and they measure their hopes against the realities of everyday life. This process can be quite frustrating for young people with learning disabilities as they must often compete with peers who are more efficient listeners, better organizers, and less likely to need assistance during activities.

Scout district volunteers and professionals can help make a youth’s dreams come true by organizing Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews. District leaders can make sure that youth with learning disabilities and their parents find their way into Scout units. District Scouters can also help unit leaders develop sensitivity to the needs of youth with learning disabilities.

Community organizations of all kinds—including those working full-time for youth with disabilities—are chartered to run packs, troops, teams, and crews. These organizations should actively recruit and be sensitive to the needs of youth with disabilities.

Scout unit leaders have unique opportunities to recognize individual strengths and to promote “achiever” characteristics in youth members. By better understanding the nature of learning disabilities and how they may affect different youth, Scout leaders can help youth build self-confidence and develop skills.

Scouters can teach youth with learning disabilities to

- Be goal oriented and set realistic expectations
- Become positive thinkers
- Build self-esteem and to feel good about who they are as individuals

- Be resilient and not be overwhelmed by frustration or failure
- Develop self-discipline and develop personal models for success
- Take pride in their accomplishments
- Become proficient in tasks that they enjoy and learn new skills
- Learn to take risks and to identify resources for help before problems arise

Youth with learning disabilities may experience difficulties in acquiring and applying skills that directly influence their school and extracurricular performance. Just as they need help in such areas as reading, writing, counting, and following directions in the classroom, they might also require adjustments to some Scouting routines.

By adapting processes (e.g., reading print aloud, using tape recorders for making lists, using charts to review and explain tasks, asking them to repeat instructions), Scouts with learning disabilities can participate more fully in activities. Unit leaders should initiate contact with parents and teachers, who may provide helpful tips about youth with special needs.

Youth with learning disabilities are much more like other youth than they are different. Their successes result from hard work, and their efforts should be supported by other adults and peers. For some of these youth, even simple tasks can pose significant challenges. As a liaison between family, friends, and the general community, unit leaders can be valuable mentors and role models by providing opportunities for building self-confidence and self-improvement.

Scout leaders can provide

- Opportunities to learn or practice new or difficult tasks in a safe and nonjudgmental environment
- Exposure to others who are achievers in different areas of interest
- Opportunities for young people to set personal goals, communicate expectations, and work toward their personal best
- How-to help, either one-on-one or in small group settings
- Time and opportunities to develop and practice skills and appropriate behaviors
- Positive feedback by encouraging and praising efforts (not just finished products)

The National Center for Learning Disabilities, through an expansive information and referral database, can provide information—free of charge—about learning disabilities on a broad range of related topics. Call or write to: National Center for Learning Disabilities, 381 Park Avenue South, Suite 1401, New York, NY 10016; 212-545-7510; www.ncld.org.

2. Information About Learning Disabilities

Learning-disabled children often want to be part of the group but withdraw, too shy to make the effort. No two people are affected in the same way by learning disabilities; some may have difficulties in one or more areas.

Anybody can have learning disabilities:

- Boys and girls
- Youth and adults
- People of all social and cultural backgrounds
- People at all economic levels
- People of all ages

Specific learning disabilities are

- Present in 3 to 7 percent of the U.S. population
- Characterized by difficulties in acquiring, remembering, organizing, recalling, or expressing information
- Can be overcome with appropriate intervention, support, and accommodations
- Not the same as, nor are they caused by, mental challenges, autism, deafness, blindness, or behavioral disorders
- Not caused by environmental, cultural, or economic disadvantage

Learning disabilities are a group of disorders that can affect

- Reading—Difficulty sounding out or recognizing words; poor understanding of what has been read; problems with speed, fluency, and accuracy
- Writing—Poor handwriting, spelling, and grammar skills; difficulty with composition and written expression
- Speaking—Poor articulation; difficulty remembering vocabulary; problems organizing or sequencing ideas and events; weak verbal expression
- Listening—Difficulty understanding or remembering directions; poor ability to focus on important details; difficulty appreciating elements of stories
- Perceptual-motor skills—Difficulty with coordination of motor skills with vision and coordination (for example, pulling/pushing, throwing/catching, kicking, running, balancing, climbing, drawing, painting)
- Cognition—Difficulty with problem solving; poor ability to sequence tasks; poor ability to modify

behavior to meet the demands of specific situations; difficulty in self-monitoring performance and in assessing progress; limited ability to identify alternative strategies when one is unsuccessful; difficulty focusing on the task at hand

- Social skills—Difficulty understanding facial expressions, body language, and verbal cues; poor understanding or lack of appreciation for social conventions, such as taking turns; standing too close or too far away during social interactions; speaking too loudly/softly; inappropriate risk taking

Individuals with learning disabilities have a range of intelligence from low to above average. Just like other people, they have strengths and weaknesses in different areas.

- Learning disabilities do not prevent learning or limit potential.
- With appropriate support, youth with learning disabilities can participate fully and successfully in all Scouting activities.
- Scout units often benefit greatly from the contributions made by youth with learning disabilities.

3. Identification Process

An evaluation for learning disabilities should be done by a multidisciplinary team made up of school personnel or private professionals. This is a requirement of the Individuals with Disabilities Education Act. The evaluation process must include measurement of intelligence and academic skills, as well as social or emotional and adaptive functioning.

4. Tips for Scout Leaders

Scouting provides wonderful experiences for all youth with learning disabilities and they should be fully included in all activities. In most cases, small adaptations and minimal modifications are all that will be needed to ensure that youth members have enjoyable and productive Scouting experiences. These are good principles of communication for all people, not only those with learning disabilities, nor even just Scouts.

1. Give Scouts specific tasks.
   - Select tasks that can be readily accomplished and that will contribute to the overall goals of the activity.
   - Assign meaningful tasks; Scouts need to know that their efforts are worthwhile.
2. Keep instructions clear and simple.
   - Break tasks into smaller steps. Clarify language and demonstrate tasks as needed.
   - Create lists of steps for longer tasks.
   - Discuss desired outcomes and plan routines carefully.
   - Check for understanding by asking Scouts to repeat instructions.
   - Use diagrams or pictures to help Scouts who have trouble reading.
3. Establish clear and consistent routines.
   - Scouts often function best in structured environments.
   - Let Scouts know what to expect and what is expected of them.
   - Post a written and picture schedule and stick to it as much as possible.
4. Minimize distractions.
   - Some tasks can be more easily accomplished in an environment free of distractions.
5. Be patient and offer helpful reminders.
   - Forgetfulness is not intentional; reminders should be helpful, not punitive.
   - Secure the Scouts' attention (i.e., with eye contact, by stopping other activities) when offering explanations or reminders.
6. Reward efforts as well as work done well.
   - Positive feedback can be as simple as a smile or as elaborate as a long-awaited reward. Try both.
   - Give immediate feedback so that Scouts can connect praise with specific actions.
   - Praise, praise, praise!
7. Keep a sense of humor and maintain a positive outlook.
   - Keep expectations high but realistic.
8. Refrain from nagging.
   - Do not allow whining.
9. Don't bribe Scouts with gifts, and do not make promises that are contingent upon factors that are beyond your or your Scouts' control.
10. Keep the entire group in mind.
    - Do not let one Scout's needs become all-consuming.
    - If appropriate, help other group members to understand the nature of learning disabilities and their consequences. Find ways to involve peers in a positive way.
    - Have another unit adult quietly provide support.
11. Be consistent.
    - Establish and post clear rules and be sure that everyone in the group understands these rules.
    - Be consistent with discipline and praise.

12. Look for areas of strength.
    - Look for opportunities where Scouts with disabilities can be leaders or role models for their peers.
13. Try to anticipate areas of difficulty.
    - Identify activities that will pose special challenges to Scouts with learning disabilities. For example, a Scout who is dyslexic may have great difficulty puzzling out a city council budget, which comes up in the badge requirements for Citizenship in the Community. Providing him with visual picture charts would probably help him.
    - Think of alternative ways to explain tasks and break down activities into smaller steps.
    - Provide support during the activities by example.
    - Periodically check on the progress of Scouts for whom you have specific concerns.
14. Be sure to protect the dignity of every individual.
    - It may be important to address an individual Scout's difficulties with the group. This should only be done, however, after discussion with parents and with the permission of the Scout.

5. Sports and the Scout With Learning Disabilities

Sports are an important part of every young person's life. Whether in physical education classes, after-school programs, summer camps, Scouting activities, or everyday play, sports contribute to more than just physical development. Sports activities also promote a positive self-image, boost self-esteem, and help to develop social skills.

Although most youth with learning disabilities will be able to participate successfully in all sporting activities, they might require support in the form of additional or modified instruction. Since no two youth are affected in the same way by learning disabilities, it is important to recognize each youth's specific areas of weakness.

Learning disabilities can affect many skills necessary for sports, including

- Motor coordination—being able to respond easily and quickly with your body
- Directionality—knowledge of which way things are moving toward or away from you
- Spatial relationships—knowing how close or far away something is from you
- Balance—making sure you can move easily without falling
- Sequencing—understanding in what order things should be done
- Understanding complex rules or strategies—comprehending how to play the game

In addition, difficulties with social skills or communication can interfere with cooperative play and teamwork.

Participation in sports is one area where Scouting can have significant impact for youth with learning disabilities. Success in sports can mean the difference between failure or success, frustration or pride and accomplishment. The following are some guidelines for working with youth with learning disabilities.

General Guidelines for Teaching Sports

1. Always explain the rules of the sport before starting an activity.
    - Make sure all Scouts are ready to play by the same rules.
    - Verify comprehension by asking Scouts to repeat the rules.
    - Keep explanations simple.
2. Introduce a new skill in easily understood language.
    - Describe the process in simple words.
    - Demonstrate skills with corresponding verbal descriptions.
    - Have Scouts demonstrate and practice new skills; provide guidance as needed.
3. Avoid presenting too much new information at one time.
    - Divide skills into smaller tasks so that Scouts do not have to master all components at one time.
    - Provide opportunities for practice along the way.
    - Provide positive feedback and acknowledge progress.
4. Discourage competition between Scouts when teaching a skill.
5. Take time to explain and demonstrate on-side/off-side boundaries.
    - Allow Scouts to physically experience the boundaries and goals by running around the perimeter of the field, standing on the lines, and touching goals.
6. Play lead-up games to have fun and to learn rules, strategies, and scoring.
7. When playing games, encourage personal growth and team spirit.
    - Stress personal achievement.
    - Minimize negative competition.
    - Promote teamwork.

- Change team rosters frequently. (Hint: It may help to designate teams in advance so that no child is singled out or always picked last.)

Lead-Up Games

Four of the most widely played sports are softball, baseball, soccer, and basketball. Here are some suggestions for lead-up games that can help children learn skills needed for these sports:

- Softball and baseball—fly up, pepper, kickball, T-ball, running bases
- Soccer–Relays, keep away, line soccer, zone soccer
- Basketball—Relays, 5-3-1, around the world, sideline basketball

Special Equipment

Using special or modified equipment can make playing some games more fun:

- Foam practice balls
- Batting T
- 16-inch softball
- Oversized (junior) tennis rackets
- Oversized tennis balls
- Junior-sized basketballs and footballs

6. Adapting Activities

Some Scouting handbooks and pamphlets are essential to the Scouting experience. For Scouts who have difficulty reading, there are ways to help use written materials effectively:

- Read sections of the book aloud to the group.
- Listen to the book on audiotape.
  —Sections of the book can be taped in advance.
  —Taped versions of the book may be available; check your local library.
  —Individuals with learning disabilities can obtain the *Boy Scout Handbook* (and other books) on audiotape.
- Pictures in Scouting books should be used to explain activity requirements and to help Scouts understand important concepts and skills (i.e., tying knots, first aid, safety, the Cub Scout Promise, the Law of the Pack).

7. Storytelling

All young people can enjoy and benefit from the age-old art of sharing a story. If language problems make storytelling a difficult task, several strategies and accommodations can help ensure success for all Scouts.

1. Read the story aloud.
   - Have a Scout retell the story to you or to the group.
   - Ask a Scout to imagine other ways that the story might have ended.
   - Ask whether Scouts would have acted in the same ways as the characters in the story.
   - Have Scouts act out the story (role-play).
   - Have Scouts invent a sequel to the story.
2. Engage in projects that help children explore concepts and improve storytelling skills.
   - Create timelines.
   - Construct dioramas.
   - Draw cartoons of the story.
   - Choose a character; play charades; dress up.

8. Writing

Making lists, keeping records of activities and advancements, writing stories, and writing in code are often part of the Scouting experience. Youth who have difficulty with writing can be helped to participate successfully in activities that involve writing.

1. Allow enough time for all Scouts to complete writing tasks.
   - If dictation or note-taking is involved, provide information in small chunks.
   - Allow Scouts to use alternative ways to record information (tape recording, drawing pictures).
2. Take care not to single out individuals who may have difficulties with writing.
   - Weaknesses in this area might include poor handwriting, misspellings, or reversing letters.
   - Focus on the content of the Scout's writing. Make sure that the youth has an opportunity to share his work without being judged for accuracy or spelling.
   - An additional adult can provide extra coaching as needed.

9. Organizing and Planning

Careful preparation can often mean the difference between success or failure for Scouts with learning disabilities, especially when faced with complex or multistep tasks. The following suggestions can help offset some of these difficulties and help to promote success.

1. Give adequate notice before starting or stopping activities.
2. Involve Scouts in the design and implementation of plans of action.
3. Help Scouts break down larger tasks into smaller, more easily accomplished steps when working toward a goal.

4. Check progress at regular intervals and offer redirection as necessary.

C. Autism Spectrum Disorders

1. Definition

Autism, Aspergers, and pervasive developmental disorder–not otherwise specified are developmental disabilities that share many of the same characteristics. Usually evident by age 3, autism and PDD-NOS are neurological disorders that affect a child's ability to communicate, understand language, play, and relate to others.

In the diagnostic manual used to classify disabilities, the *Diagnostic and Statistical Manual of Mental Disorders,* or more commonly known as *DSM-IV* (published by the American Psychiatric Association, 1994), "autistic disorder" is listed as a category under the heading of "Pervasive Developmental Disorders." A diagnosis of autistic disorder is made when an individual displays six or more of 12 symptoms listed across three major areas: social interaction, communication, and behavior. When children display similar behaviors but do not meet the criteria for autistic disorder, they may receive a diagnosis of pervasive developmental disorder–not otherwise specified. Although the diagnosis is technically referred to as PDD-NOS, throughout the remainder of this segment we will refer to the diagnosis as "PDD," as it is more commonly known.

Autistic disorder is one of the disabilities specifically defined in the Individuals with Disabilities Education Act, the federal legislation under which children and youth with disabilities receive special education and related services. IDEA, which uses the term "autism," defines the disorder as "a developmental disability significantly affecting verbal and nonverbal communication and social interaction, usually evident before age 3, that adversely affects a child's educational performance. Other characteristics associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences." (In keeping with the IDEA and the way in which this disorder is generally referred to in the field, we will use the term "autism" throughout the remainder of this segment.)

Due to the similarity of behaviors associated with autism and PDD, use of the term "pervasive developmental disorder" has caused some confusion among parents and professionals. However, the treatment and educational needs are similar for both diagnoses.

2. Incidence

Autism and PDD occur in approximately five to 15 per 10,000 births. These disorders are four times more common in boys than girls.

The causes of autism and PDD are unknown. Currently, researchers are investigating areas such as neurological damage and biochemical imbalance in the brain. These disorders are not caused by psychological factors.

3. Characteristics

Some or all of the following characteristics may be observed in mild to severe forms (see also Chapter XII, L., page 152):

- Communication problems (e.g., using and understanding language)
- Difficulty in relating to people, objects, and events; and may avoid eye contact
- Unusual play with toys and other objects
- Difficulty with changes in routine or familiar surroundings
- May relate to younger children or to adults better than peers
- Repetitive body movements or behavior patterns

Children with autism or PDD vary widely in abilities, intelligence, and behaviors. Some children do not speak; others have limited language that often includes repeated phrases or conversations. People with more advanced language skills tend to use a small range of topics and have difficulty with abstract concepts. Repetitive play skills, a limited range of interests, and impaired social skills are generally evident as well. Unusual responses to sensory information—for example, loud noises, lights, certain textures of food or fabrics—are also common.

4. Educational Implications

Early diagnosis and appropriate educational programs are very important to children with autism or PDD. Public Law 101-476, the Individuals with Disabilities Education Act, formerly the Education of the Handicapped Act, includes autism as a disability category. From age 3, children with autism and PDD are eligible for an educational program appropriate to their individual needs. Educational programs for students with autism or PDD focus on improving communication, social, academic, behavioral, and daily living skills. Behavior and communication problems that interfere with learning sometimes

require the assistance of a knowledgeable professional in the field of autism. This professional can develop and help implement a plan which can be carried out at home and school.

The classroom environment should be structured so that the program is consistent and predictable. Students with autism or PDD learn better and are less confused when information is presented visually as well as verbally. Interaction with nondisabled peers is also important, for they provide models of appropriate language, social, and behavior skills. To overcome frequent problems in generalizing skills learned at school, it is very important to develop programs with parents, so that learning activities, experiences, and approaches can be carried over into the home and community.

With educational programs designed to meet a student's individual needs and specialized adult support services in employment and living arrangements, children and adults with autism or PDD can live and work in the community.

For more information, go to www.autism-society.org.

5. Tips for Leaders

- Provide consistent, predictable structure
- Give warnings before activity transitions
- Limit stimulation such as bright lights and noise
- Respect body space
- Create and implement a written Scouting program plan
- Provide a visual schedule
- Monitor closely for dangerous situations since children with autism may not have appropriate fear of such
- Have written rules for meetings, campouts, and outings
- Focus on games that develop social skills (good for all Scouts)

D. ADD/ADHD—Attention-Deficit/Hyperactivity Disorder

1. What Is ADHD?

Attention deficit/hyperactivity disorder is a condition that can make it hard for a person to sit still, control behavior, and pay attention appropriately. These difficulties usually begin before the person is 7 years old. However, these behaviors may not be noticed until the child is older.

Doctors do not know what causes ADHD. However, researchers who study the brain are coming closer to understanding what may cause ADHD. They believe that some people with ADHD do not have enough of certain chemicals (called neurotransmitters) in their brain. These chemicals help the brain control behavior.

Parents and teachers do not cause ADHD. Still, there are many things that both parents and teachers can do to help a child with ADHD.

2. How Common Is ADHD?

As many as five out of every 100 children in school may have ADHD. Boys are three times more likely than girls to have ADHD.

3. What Are the Signs of ADHD?

There are three main signs, or symptoms, of ADHD. These are:

1. Problems with paying attention appropriately.
2. Being very active (called "hyperactivity").
3. Acting before thinking (called "impulsivity").

More information about these symptoms is listed in the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, which is published by the American Psychiatric Association (1994). Based on these symptoms, three types of ADHD have been found:

- *Inattentive* type—the person can't seem to get focused or stay focused on a task or activity.
- *Hyperactive-impulsive* type—the person is very active and often acts without thinking.
- *Combined* type—the person is inattentive, impulsive, and too active.

Inattentive type. Many children with ADHD have problems paying attention. Children with the inattentive type of ADHD often

- do not pay close attention to details
- can't stay focused on play or school work
- don't follow through on instructions or finish school work or chores
- can't seem to organize tasks and activities
- get distracted easily
- lose things such as toys, school work, and books

Hyperactive-impulsive type. Being too active is probably the most visible sign of ADHD. The hyperactive child is "always on the go." (As he or she gets older, the level of activity may go down.) These children also act before thinking (called impulsivity). For example, they may run across the road without looking or climb to the top of very tall trees. They may be surprised to find themselves in a dangerous situation. They may have no idea of how to get out of the situation.

Hyperactivity and impulsivity tend to go together. Children with the hyperactive-impulsive type of ADHD often may

- fidget and squirm
- get out of their chairs when they're not supposed to
- run around or climb constantly
- have trouble playing quietly
- talk too much
- blurt out answers before questions have been completed
- have trouble waiting their turn
- interrupt others when they're talking
- butt in on the games others are playing

Combined type. Children with the combined type of ADHD have symptoms of both types described above. They have problems with paying attention, with hyperactivity, and with controlling their impulses.

Of course, from time to time, all children are inattentive, impulsive, and overly active. With children who have ADHD, *these behaviors are the rule, not the exception*.

These behaviors can cause a child to have real problems at home, at school, and with friends. As a result, many children with ADHD feel anxious, unsure of themselves, and depressed. These feelings are not symptoms of ADHD. They come from having problems again and again at home and in school.

4. How Do You Know If a Child Has ADHD?

When a child shows signs of ADHD, he or she needs to be evaluated by a trained professional. This person may work for the school system or may be a professional in private practice. A complete evaluation is the only way to know for sure if the child has ADHD. It is also important to

- rule out other reasons for the child's behavior
- find out if the child has other disabilities along with ADHD

5. What About Treatment?

There is no quick treatment for ADHD. However, the symptoms of ADHD can be managed. It's important that the child's family and teachers

- find out more about ADHD
- learn how to help the child manage his or her behavior
- create an educational program that fits the child's individual needs
- provide medication, if parents and the doctor feel this would help the child

6. Tips for Parents

- Learn about ADHD. The more you know, the more you can help yourself and your child. See the list of resources and organizations at the end of this publication.
- Praise your child when he or she does well. Build your child's abilities. Talk about and encourage his or her strengths and talents.
- Be clear, be consistent, be positive. Set clear rules for your child. Tell your child what he or she should do, not just what he shouldn't do. Be clear about what will happen if your child does not follow the rules. Have a reward program for good behavior. Praise your child when he or she shows the behaviors you like.
- Learn about strategies for managing your child's behavior. These include valuable techniques such as: charting, having a reward program, ignoring behaviors, natural consequences, logical consequences, and time-out. Using these strategies will lead to more positive behaviors and cut down on problem behaviors. You can read about these techniques in many books. See Section XI, Appendix—Resources.
- Talk with your doctor about whether medication will help your child.
- Pay attention to your child's mental health (and your own!). Be open to counseling. It can help you deal with the challenges of raising a child with ADHD. It can also help your child deal with frustration, feel better about himself or herself, and learn more about social skills.
- Talk to other parents whose children have ADHD. Parents can share practical advice and emotional support. Contact the National Dissemination Center for Children with Disabilities to find out how to find parent groups near you.
- Meet with the school and develop an educational plan, an IEP or 504 plan, to address your child's needs. Both you and your child's teachers should get a written copy of this plan.
- Keep in touch with your child's teacher. Many teachers will fill out a quick daily report for your child. Tell the teacher how your child is doing at home. Ask how your child is doing in school. Offer support.

7. Tips for Teachers or Scout Leaders

- Learn more about ADHD. The resources and organizations in the appendix in Section XI will

help you identify behavior support strategies and effective ways to support the youth educationally. We've listed some strategies below.

- Notice what specific things are hard for the youth. For example, one youth with ADHD may have trouble starting a task, while another may have trouble ending one task and starting the next. Each youth needs different help.
- Post rules, schedules, and assignments. Clear rules and routines will help a youth with ADHD. Have set times for specific tasks. Call attention to changes in the schedule.
- Show the youth how to use an assignment book and a daily schedule. Also teach study skills and learning strategies, and reinforce these regularly.
- Help the youth channel his or her physical activity (e.g., let the youth do some work standing up or at the board). Provide regularly scheduled breaks.
- Make sure directions are given step by step, and that the youth is following the directions. Give directions both verbally and in writing. Many youth with ADHD also benefit from doing the steps as separate tasks.
- Let the youth do work on a computer.
- Work together with the parents to create and implement an educational plan tailored to meet the youth's needs. Regularly share information about how the youth is doing at home and at school.
- Have high expectations for the youth, but be willing to try new ways of doing things. Be patient. Maximize the youth's chances for success.
- Eye contact is essential when talking to ADD and ADHD children
- Eliminate or reduce external stimuli
- Request that the child repeat directions to you for understanding
- Give directions slowly and repeat if necessary
- Give a few directions at a time
- Be cognizant that ADD does not go away (The child simply acquires coping skills that help him work within the confines of ADD.)
- ADHD children may often misunderstand what is said
- Give positive feedback and ignore negative behavior whenever possible

Consequences and Rewards

- Give short time-out periods
- For younger children, give small amounts of work. The amount of time spent on restricted work is the child's responsibility (what he/she can handle). Time restriction is not recommended.
- Reward positive behaviors. Immediate reinforcement (hourly, daily, weekly) is better than long-term. One technique may be effective for a short time (a few weeks or months). Alternating between two or more systems may be successful.

E. Hearing/Speech/ Language Disorders

How can youth with hearing loss become Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers?

What benefits can boys with hearing loss obtain from membership in Scouting?

What kinds of program adaptations can and should be made to fit the needs of youth who are deaf?

What special problems are encountered in Scouting for boys with hearing loss and how can they be handled?

What kinds of resources are available for those who wish to pursue the subject further?

Scouting is good for all youth and teaches values, including

- The development of social skills—getting along with others, adapting, cooperating, helping
- The development of social responsibility—learning to recognize and do something about individual and community needs
- The development of self-reliance—learning to become competent, acquiring skill, accepting one's self

Such values, of course, are not gained automatically by membership. The level of exposure to the program, the quality of the program, the caliber of the Scout's unit leader, the individual Scout's receptiveness to his Scouting opportunities, and the degree of his participation all affect the values he develops.

Some general observations can be made about the relevance of Scouting for youth with hearing loss.

- Scouting is aimed at the common interests of youth. A hearing impairment does not change a youth's interests, but unless someone makes special efforts, the youth who is deaf often misses out on things that interest him.
- Scouting's emphasis on high ideals of social responsibility is a good influence on youth with hearing loss, who may be isolated from concerns outside their immediate surroundings. Often the recipients of service, youth with hearing loss can learn to be givers as well.
- Scouting can provide youth with hearing loss the opportunity for contact with hearing persons, lessening the isolation that people with hearing impairments often experience.

Hearing loss produces special needs that Scouting may be able to meet. The Scout who is deaf is disabled not only by his inability to hear but often by his inability to speak normally. If he has had limited instruction or experience in speech and lipreading, he will be unable to communicate naturally with his hearing peers. Lipreading is a particularly difficult skill to acquire, sometimes not mastered by adults who are deaf and rarely by youth who are newly deaf. It's less a matter of instruction than acquiring a skill, and it is not a skill that is easily learned. It's easier to learn to play the violin well than to learn to lip-read.

While the primary responsibility for teaching youth to communicate effectively rests with the school and the home, exposure to others in an interesting program provides additional opportunities to communicate. Advancement—Scouting's step-by-step achievement and recognition method—provides motivation.

There are many ways in which Scouting can help youth with hearing loss to learn and practice communication:

1. Contacts with hearing Scouts will provide many practical opportunities for using language.
2. Using the various handbooks and manuals for Cub Scouts, Boy Scouts, and Venturers provides practice in English communication.
3. Many of the advancement requirements are verbal in whole or in part, requiring communication for their completion.
4. A great many Scouting skills and activities, from Cub Scouting on up, involve communication: making posters, keeping scrapbooks, labeling nature specimens, preparing menus, reading maps, etc.

The desires of the youth's parents and school should be the determining factors in choosing the mode of communication to be used. Those desires must be respected. The use of speech, finger spelling, or sign language is specifically encouraged or forbidden according to the educational method to which the youth is exposed.

In the Scouting unit, leaders and youth must take care to use the forms of communication that will reinforce the formal education of a youth who is deaf. To depart from those methods may confuse the youth and could even result in his loss of a Scouting experience.

1. Options for the Youth Who Is Deaf

A youth who is deaf may become a Cub Scout, Boy Scout, Varsity Scout, or Venturer in virtually any unit. He may choose to join a unit formed exclusively for youth who are deaf.

There are advantages and disadvantages of both types of units. The pros and cons should be weighed carefully by both the youth and his parents. Consider questions such as these:

- Does either unit have a decided advantage over the other—such as stronger leadership, more active program, etc.?
- Is the Scouting experience in one unit more likely to support and reinforce the formal education the youth is receiving than the other?
- Does the youth have other opportunities to be with hearing children, or would his Scouting experience in a unit with hearing boys be his only "outside" contact?
- Does the youth have friends in one unit and not in the other?

2. Advantages of a Unit Specifically Designed for Youth Who Are Deaf

- In many cases the youth will be with their friends in a familiar place.
- The unit is probably associated with the youth's own school and can be counted on to support the school's educational methods.
- The unit leaders are usually more skilled in working with youth who are deaf.
- Communication in a group of youth who are deaf is often easier than in a mixed group of deafened and hearing boys.
- The unit's schedule is planned to mesh with the school's schedule as to vacations, weekends, etc.

3. Advantages of a Unit of Hearing Youth

- The youth who is deaf can associate with many new friends in a new situation.
- A neighborhood group may provide a greater variety of experiences. Its program is not limited by the boy's disability.
- Development of the boy's communication skills may progress further as he adapts to the language of hearing boys and leaders.
- The Scouting unit may be one opportunity in

which the youth who is deaf can work, play, and learn with boys who can hear.

Since many schools for people with hearing loss have Scouting units, it is not surprising that many youth who are deaf in the Scouting program are in units for the deaf. Youth who live at home or who live at resident schools near their homes may be able to participate in Scouting by joining units near their homes.

4. Deaf Versus Hard of Hearing

A boy who has lost some of his hearing but can understand normal speech by using a hearing aid is "hard of hearing." He is not the subject of this segment. For Scouting purposes, he presents no more of a problem than a boy who wears glasses to see or uses a leg brace to walk. To be sure, he must use his hearing aid properly, take care of it, and take certain precautions against injury while wearing it. He may have difficulty following a group conversation. But essentially the hearing capacity of the hard-of-hearing boy is not greatly different from the hearing boy, so long as his equipment is in place and working.

The boy who is deaf, on the other hand, cannot understand spoken language with or without a hearing aid. He may be, and usually is, completely functional in other respects: not sick or mentally or physically challenged. His deafness makes it impossible for him to hear and understand spoken language; his problem is basically one of communication access, and therefore he has specific and unique educational needs.

5. The Onset of Hearing Loss

The earlier the hearing loss occurs in the child's life, the greater the impact on the child's development. The first three years in a child's life are critical for language acquisition. Thus the child who is deaf from birth will have different issues related to communication access than a child whose hearing loss occurs at a later age. The issue of access to both spoken and signed languages is equally dependent upon the child receiving adequate input during these early years.

Prelingual deafness. Hearing loss that occurs at birth or early in life, before the child acquires spoken language, is considered a prelingual hearing loss. Children with prelingual hearing loss constitute 95 percent of the school-age population with hearing loss.

Because they do not have access to spoken language during a critical period for language acquisition, they have difficulties learning to speak, read, and write in the way children with normal hearing do. For the boy with prelingual deafness, lack of communication access can affect his education, his social adjustment, and possibly his perception and acceptance of himself. The problems are reduced as he learns language and is encouraged to express himself through his primary mode of communication (e.g., speech, writing, sign language).

It should be noted that deaf children born to deaf parents who use American Sign Language should not be considered or labeled "prelingually deaf." These children have access to and acquire language skills in the same way as children with normal hearing do, except their method of communication is sign language.

Postlingual deafness. Hearing loss that occurs at or after age 5 is considered a postlingual hearing loss. Children with postlingual hearing loss make up about 5 percent of the school-age population with hearing loss. A boy with postlingual deafness has acquired spoken language because he was able to hear in his early years. A boy who loses his hearing at age 8 or 9 can probably read and write English at his grade level and has intelligible speech.

The boy whose hearing loss is postlingual has the advantage of having acquired a large storehouse of spoken language; however, he will have the same difficulties understanding speech as the boy who is born deaf. In addition, the boy with late-onset deafness may be experiencing adjustment problems associated with his hearing loss. He may feel socially isolated. He no longer fits in comfortably with his hearing peers, yet is not a member of the deaf community.

6. Educating Children Who Are Deaf

School systems use a number of communication approaches for children who are deaf or hard of hearing.

The following are the four major communication approaches used:

1. Auditory/oral. These programs teach children to make maximum use of their residual hearing through amplification (hearing aids or cochlear implants), to augment their residual hearing with speech (lip) reading, and to speak. This approach excludes the use of sign language.
2. Cued speech/language. This is a visual communication system combining eight hand shapes (cues) that represent different sounds of speech. These cues are used simultaneously with speaking. The hand shapes help the child distinguish sounds that look the same on the lips (e.g., "p"

and "b"). The use of cues significantly enhances lipreading ability.

3. Total communication. This approach uses a combination of methods to teach a child, including a form of sign language, finger spelling, speech (lip) reading, speaking, and amplification. The sign language used in total communication is not a language in and of itself, like American Sign Language, but an invented artificially constructed system following English grammatical structure.
4. American Sign Language. In this bilingual and bicultural approach, American Sign Language is taught as the child's primary language, and English as a second language. ASL is recognized as a true language in its own right and does not follow the grammatical structure of English. This method is used extensively within the deaf community, a group that views itself as having a separate culture and identity from mainstream society.

The information and program ideas in this segment can be adapted for use with any system of communication. It is important that the boy's Scouting program reinforce whatever system is being used in his school and that each boy has access to communication. For example, a boy whose primary mode of communication is ASL may require the use of a sign language interpreter if the Scout leader is not fluent in ASL.

7. How Scouting Can Help Youth Who Are Deaf

Where opportunity is available, a youth who is deaf may become a Cub Scout, Boy Scout, Varsity Scout, or Venturer in a unit otherwise composed entirely of hearing youth. This situation is most likely to occur with day students that live at home. In this case, it may be the most natural and practical way for the youth to join a unit.

8. The Prelingually Deafened Youth

The youth who was born without the ability to hear, or who lost his hearing in his early years, has less of an adjustment problem than a postlingually deafened boy. He accepts his disability because he has had no experience without it. He may even feel sorry for hearing youth with whom he associates for their inability to converse manually.

Such a youth probably has spent most or all of his life among people who are deaf or hard of hearing. He probably has a smaller vocabulary than his hearing peers. If he is 8 years old—or even 9 or 10—he may not be able to read the text of the handbooks. Each handbook is written on the reading level for the grade of that program. He will need assistance in reading the materials from an adult or older Scout who can help him. Concepts contained in the Cub Scout ideals—duty, promise, country—may be beyond his understanding.

Despite the verbal difficulties, however, there are few requirements in Cub Scout achievements that prelingually deafened boys cannot meet. Accomplishments involving collections, games, fitness, personal hygiene, and many other activities can be done at least as well by boys with hearing loss as by hearing boys. The principal difficulty is helping the boy understand what he must do to meet a requirement.

Den and pack leaders and parents should help communicate to the deafened Cub Scout what he must do to advance. Otherwise, he may see his hearing peers advancing while he is still struggling. The boy who is deaf needs to be included and accepted by the hearing boys, and the hearing boys must make a special point of including him. Boys of Cub Scout and Boy Scout age are extremely compassionate. Once they understand the needs, they will help.

9. The Postlingually Deafened Youth

A youth who has recently lost his hearing can begin or renew his Scouting experience with little difficulty. His communication problems are different from those of a boy who is unable to hear from birth. Nevertheless, the others with whom he will be associating will need to have his condition explained to them.

Essentially, hearing youth must understand that the postlingually deafened youth has the same interests and basic needs as before. If he has fully recovered from the disease or injury that took his hearing, he will be healthy and enthusiastic.

They must understand that there may be embarrassment on both sides. The youth who has lost his hearing will be acutely conscious of his hearing loss, eager to be "normal" in every way, and fearful that he will mess things up. The hearing youth will feel uncertain about how to communicate with their deafened friend.

Hearing youth will have to learn to speak directly to the youth with hearing loss so that he can see their lips. They will have to curb their inclination to shout at him or make exaggerated mouth move-

ments while speaking; both make lipreading more difficult. They must learn to get his attention by touch or visual sign.

Above all, make every effort to include and accept all people just as they are. Unable to follow fast-moving conversation, missing the point of jokes, not hearing commands or announcements, the youth who is deaf may find withdrawal easier than participation. If he feels "out of the loop," he may decide to stay out.

Adjustment to any disability is a difficult process. A good experience in Scouting, with understanding people who keep communication alive and keep the youth involved socially, is an important contribution to the postlingually deafened boy.

One way to be sure the youth who is deaf is always included, and also to be sure that the rest of the Scout unit feels a personal relationship and responsibility to him, is to appoint one youth member as the deafened youth's "buddy" for each meeting, event, and activity.

This assignment should be rotated among all the members, seeing to it that the "buddy" is alert to the special needs of the youth who is deaf, explaining instructions, reassuring him that he is liked and accepted, and being sure that he has the opportunity to participate equally in everything.

10. Communication Between Deaf and Hearing Youth

As stated earlier, the deafened youth's Scouting experience should reinforce his educational program. This cannot be overemphasized. Such reinforcement implies that only those forms of communication used in the youth's school will be used in the Scouting unit. Since speech and written messages are used in all methods of instruction, they can always be used by Scouting leaders.

If a youth uses manual communication at school, the leader and the other boys in the troop should learn the manual alphabet in order to communicate. They may even want to learn sign language. A sign language interpreter may be helpful until the leader and the other Scouts have acquired sign language proficiency. Without an interpreter, the boy who is deaf may miss important information.

11. Restrictions on Participation

Unless a boy who is deaf has other disabilities, there should be no particular restrictions on his Scouting activities. Essentially, he can do anything his hearing friends can do. Restrictions are imposed mainly by communication issues. For example, a deaf boy could recite the Scout Law in unison with others if he watches the leader's lips. He should not be excluded from such a recitation, and others should understand that he may finish before or after the others.

The youth who is deaf can meet most advancement requirements as well as anyone else. However, the prelingually deafened youth may not comprehend requirements well or clearly verbalize abstract concepts like trustworthiness and loyalty. This does not mean that he cannot learn and tell the meaning in his own way; it simply means that in defining the concepts he summarizes essential factors.

Hearing leaders must realize that a speech deficiency or a deaf boy's inability to explain a word in the same way as a hearing Scout does not disqualify a boy from Scouting; leaders must not allow Scouts who are deaf to bog down on the more difficult verbal aspects. If a boy knows that a Scout does not lie or cheat or steal, he doesn't need to stumble over the word "trustworthy." This requirement also may be difficult for hearing boys.

Scout leaders who accept a youth who is deaf in the unit should confer with parents and, if possible, with school officials. They should understand the circumstances of the youth's deafness and the method by which he is being taught in school. Periodic contacts with both parents and school will help to assure that the Scouting experience contributes as it should to the youth's life.

12. Current Trends and Inclusion

The Individuals with Disabilities Education Improvement Act of 2004 was passed to help ensure equity, accountability, and excellence in education for children with disabilities. It requires public schools to make available to all eligible children with disabilities a free appropriate public education in the least restrictive environment appropriate to their individual needs.

This means that more public schools have classes for children with hearing loss, resource rooms, and hearing clinicians and speech pathologists for tutoring. Deaf students are integrated or mainstreamed into as many classes for the hearing as is possible. Communication is usually oral, written, or interpreted in sign language. Deaf boys of Cub Scout and Boy Scout age are included in packs and troops of hearing boys in their home communities.

The hearing child learns to talk by listening and imitating. Those who cannot hear learn speech by watching and imitating the lip movements of the speaker, by feeling the vibrations and breath that accompany speech, and by the maximum use of residual hearing through hearing aids.

The quality of speech of the boy with a hearing loss may vary from normal speech in voice inflection, accent, rhythm, and articulation. As hearing people are exposed to the speech of people who are deaf, their understanding improves just as it does when listening to someone with a foreign accent.

Boys who are deaf and did not acquire language during the critical years of development may have significant academic delays. They were not able to learn new vocabulary the way hearing children do by incidental listening. Because of this, deaf children have a difficult time learning English. The boy who is deaf may have reading and writing skills below his grade level. Studies have shown that many deaf children graduate high school reading at the third-grade level.

Lipreading ability varies according to the vocabulary of the boy and his ability to get the meaning of the message. When lipreading is supplemented by amplification through use of a hearing aid or cochlear implant, his ability improves. The Scout leader must be able to substitute words of the same meaning if the boy does not understand. He must be sure his lips are not in a shadow and he must enunciate clearly. A beard and mustache do not help the lipreader.

Scouting motivates the youth to prepare for the hearing world. It may be his earliest contact with an organization for all boys and an opportunity to associate with hearing boys. His desire to advance leads him to read material not assigned in school and increase his vocabulary. Boys with hearing loss can advance in Scouting to Eagle rank meeting the same requirements as hearing boys. Through Scouting, they are better prepared for future academic, social, and vocational opportunities in the hearing world.

13. The Youth Who Is Deaf in a Unit of Hearing Youth

The Scouting program *is* what its members *do*. There is prestige in wearing the Scout uniform and in being a member of a worldwide association; there is always great excitement in joining the Boy Scouts of America. The youth of Scouting age, whether deaf or hearing, need purposeful activity to learn the value of doing good things.

14. Advancement

Boys with hearing loss can meet most of the requirements for Cub Scout and Boy Scout advancement as well as hearing boys. But since their problems revolve around communication, they may need to be given alternatives for the verbal requirements.

It is often a challenge for the boy who is deaf to understand what he is required to do. Because of his disability, he may not be able to understand books written for people his age. Thus, one task of the Scout leader is to explain the requirements for advancement. Once the boy knows what he needs to do, he is just as competent as anyone else.

Some requirements in Cub Scouting and Boy Scouting are so verbal in character that they discourage a boy with hearing loss from even trying. A second task for leaders is to devise ways for boys who are deaf to accomplish the verbal requirements in their own way.

15. Advancement in Cub Scouting

In school packs, boys who are deaf usually pass requirements with den leaders or house parents. The procedure is the same, with the school representative acting in lieu of parents. The Cubmaster and the pack committee are authorized to make substitutions for any requirements that are unrealistic for boys with hearing impairments. The Bobcat requirements are explained in all of the Cub Scout handbooks.

Bobcat

Almost all of the Bobcat tests are verbal, requiring not only memorization, but recitation and explanation of abstract concepts: promise, duty, God, country, etc. For example, Bobcat requirement 1 is "Learn the Cub Scout Promise and tell what it means."

I, (name), promise to do my best
To do my duty to God and my country,
To help other people, and
To obey the Law of the Pack.

These concepts can be difficult for a Cub Scout who is deaf. One approach to this requirement is to teach the boys with hearing impairment to speak and/or sign these exact words. It is a long process for many and does not necessarily give the boy any real understanding of what is expected of him as a Cub Scout.

A more desirable approach would be to have the boy gain a reasonable understanding of what is expected of him as a Cub Scout. The concepts may be explained as follows:

I promise (I will do what I say I will do.)
to do my best (to try hard)
To do my duty (to do the right thing)
to God (depends on a boy's religious training)
and my country (the boy's family, school, neighborhood, friends, city),
To help other people (be of service), and
To obey (to follow, do what I'm asked to do)
the Law of the Pack (another set of concepts that must be treated separately).

Communication on such concepts might go like this example (with variations for the mode used):

Leader: "A Cub Scout does his best. He tries hard. You are a Cub Scout. Will you try hard?"

Boy: "I will try hard."

Leader: "Show me. Do ____ and show me how you will try hard." (Present a challenge: pushups, pounding in a nail, or drawing a figure.)

When the leader is satisfied that the boy understands the concept and associates this with being a Cub Scout, he goes on to the next concept.

The Law of the Pack, sign, salute, etc., are explained in the *Cub Scout Wolf Handbook*. Leaders are urged to not require excessive verbalizing on concepts, but to stress practical understanding of the meaning to the boy. The objective is not simply to be able to recite words, but to adopt behavioral styles consistent with the concepts. A boy who tries hard to do everything has absorbed the spirit of "Do Your Best" whether he can say the words or not.

Tiger Cubs

A Tiger Cub den consists of five to nine first-grade or 7-year-old boys and their adult partners—a parent, guardian, or other caring adult. The Tiger Cub programs operate on "shared leadership," wherein each boy/adult team plans one or two months and carries out the den's activities. This includes den meetings, a field trip or "Go See It," and the den's part in the monthly pack meeting.

Because the adult partner is actively involved in all Tiger Cub den meetings and activities, communication with the hearing impaired Tiger Cub can be made in the manner in which he is accustomed—sign language, writing, or other means of communication. All advancement, whether achievements or electives, are approved by the adult partner when he or she feels the Tiger Cub has done his best.

Each of the five achievements is divided into three sections—a family activity, a den activity, and a Go See It (a field trip related to the achievement). The Tiger Cub receives recognition in the form of a bead to add to his immediate recognition patch for each part that he completes. This gives not only immediate recognition, but an incentive to continue.

Wolf

Physical requirements are best communicated by demonstration. The use of a Boy Scout as a den chief greatly facilitates this.

For example, the following instruction is given to complete Feats of Skill, achievement 1: "Do a front roll, back roll, and falling forward roll."

A person who is profoundly deaf due to a serious inner ear problem often has balance problems and might have some difficulty in performing a somersault in any direction, let alone backward. A further adaptation might have to be made to accommodate his participation in this activity.

Communicating and meeting the requirement:

- Show the illustrations of a front roll in the *Cub Scout Wolf Handbook*.
- Den chief demonstrates.
- Cub Scout tries.
- If satisfactory, initial the book. If not satisfactory, have the den chief demonstrate again.
- Cub Scout tries again.
- Continue this process for back roll, etc., until each feat is understood and achieved.

In this example, the following instruction is given to complete Be Safe at Home and on the Street, achievement 9: "Practice rules of street and road safety."

Communicating and meeting the requirement:

- Den chief or other leader shows Cub Scouts how to cross the street and follow traffic signals.
- Cub Scout shows how to walk down a highway or road safely.
- If performance is satisfactory, initial the book. If not, give additional help and encourage the boy to try again.

Requirements involving knowing rules are best met by having boys demonstrate following the rules rather than recite them.

In this example, the following instruction is given to complete Keep Your Body Healthy, achievement 3: "Show that you know and follow the seven rules of health."

Communicating and meeting the requirement:

- Show illustrations in the *Cub Scout Wolf Handbook*. Use other relevant slides, filmstrips, etc.

- Have the boys make charts to use each day for such items as bathing, brushing teeth, rest, exercise, etc. They can post the charts in their rooms and mark them each time they do what is required.
- Use dramatization to have the boys act out rules for preventing the spread of colds, taking care of small cuts, etc.

Requirements involving listing need not require a written list. Pointing out examples or acting out situations is appropriate evidence of comprehension.

In this final example, the following instruction is given to complete Your Living World, achievement 7: "Land, air, and water can get dirty. On a sheet of paper, list ways this can happen."

Communicating and meeting the requirement:

- Use visuals to introduce the general problem of air and water pollution.
- Take a walk or field trip and search for examples of air and water pollution.
- Have Cub Scouts draw, take pictures of, discuss, or write up (if within their capability) examples found.

Bear

The same general rules for communicating and meeting requirements for Wolf rank are applicable to Bear rank. To become a Bear Cub Scout, the boy must complete 12 achievements out of a possible 24. Requirements that are troublesome for boys with hearing loss can be avoided. In some achievement areas, however, concessions will need to be made for boys with hearing loss.

For example, the following requirements are given to complete Jot it Down, achievement 18: The requirements for this achievement involves writing lists, letters, stories, and invitations. Standards here need not be high; even minimal entries in a daily diary will meet requirement "c" and generate additional writing experience.

A letter, thank-you note, or invitation could be a combination of words, drawings, and pictures cut out of old magazines, but it must convey the appropriate message to the person who receives it.

Webelos

The Scouts who are in the fourth or fifth grade, or are 10 years old, are called Webelos Scouts. They may work independently on activity badges of their choice. The many options make it relatively easy for boys who are deaf to avoid troublesome verbal requirements and concentrate on things they like and can do. However, Webelos Scouts with hearing loss continue to need help from leaders in understanding the requirements.

16. Advancement in Boy Scouting

Some requirements for rank may present problems for the Boy Scout who is deaf. The Scoutmaster should be willing to accept substitute activities when language becomes a stumbling block, and should become proficient in designing such activities for the boy with hearing loss.

For example, Tenderfoot requirement 6 is "Say the Scout Oath, Law, motto, and slogan. Tell what they mean."

It will be quite apparent that memorizing and repeating the words of the Scout Oath and Law is an enormous undertaking for nonhearing Boy Scouts of low verbal ability. It will likewise be apparent that the process would have little or no meaning for many nonhearing boys who have had little or no exposure to English.

It is the practice of the concepts, not the mouthing of the words, that is desired. For the hearing boy, learning the words is not difficult, but for him, too, the intent is real-life behavior and not just reciting the rules.

The task of leadership is to convey the meaning of these words—with or without using the words themselves—so that Scouts can associate the behaviors with being Boy Scouts.

The association goes like this: "A Scout is a special kind of boy. He is distinguished by being trustworthy. Since I am a Boy Scout, I too must be trustworthy. This means that I cannot lie or cheat or steal, because any of these things would make it hard for others to trust me."

But this interpretation is, again, words that Scouts who can understand the *Boy Scout Handbook* have no problem understanding. But those with low verbal ability will be no better off with a paraphrase.

Fortunately, the Scout Law is behavioral. It is possible to convey the concepts involved through simple drama. These dramatizations may be developed by the Scouts themselves, and they may be used in conjunction with or in place of ceremonies of the usual sort.

Here is an example of such a drama to illustrate the "helpful" point of the Scout Law:

A boy falls down and can't get up. Boys in civilian clothes walk by and ignore him. A uniformed Scout stops and helps him to limp away. (If this process sounds like the game of charades in reverse, it is. Turn it around and you act out a point of the Scout Law, and the Scouts identify it.)

Note that it is not only the behavior that must be illustrated, but the association with Boy Scout

membership. The boy in civilian clothes is shown as having no special characteristics in contrast to the Boy Scout who can be trusted, is true to his friends, acts politely, etc. The distinction would be unnecessarily severe for hearing boys, but for nonhearing boys of low verbal ability, it may be necessary.

The concepts in the Scout Oath must be broken out and taught separately. They are as follows:

Honor	Obey
Do my best	Help other people
Duty	Physically strong
God	Mentally awake
Country	Morally straight

In this example, Tenderfoot requirement 4 directs the Scout to "Take part in a Scoutmaster conference."

This conference, in which the boy and his Scoutmaster or other adult leader talk about the Scout's goals and personal growth, can be meaningful for boys with a reasonable command of English. For those of low verbal ability, conference content will have to be limited to matters that can be communicated. A significant percentage of Eagle Scout–required merit badges also depend on communication skills and will require some creative thinking to communicate their requirements to a profoundly deaf Scout. The Scoutmaster conference is an excellent opportunity for boys to express themselves to their leader and should be carried out as fully and effectively as possible.

17. Activities

The activities of Scouting are intended for all boys. Experience indicates that the activities suggested for hearing Scouts are appropriate, in almost every case, for Scouts who are deaf.

18. Activities in Cub Scouting

The activities of Cub Scouts in a typical community pack center around weekly den meetings, monthly pack meetings, and occasional special activities. This is also a good routine for Cub Scouts who attend a school for youth who are deaf, with exceptions as noted.

19. Den Meetings

Every effort should be made to hold as many den meetings as possible outside the school setting. City streets, parks, playgrounds, museums, and zoos are all welcome relief from the sameness of the school. Each setting provides new opportunities for learning, new chances to see what life is like.

The den leader should not feel restricted to any single place for den meetings. It is a "meeting" whenever the den comes together and does things. It should be an adventure and not just another class.

Further, the activities of the den meeting would be mostly doing things and very little verbalizing. Den meetings should be more than just "advancement factories." The old ingredients of variety, action, and purpose are especially good guidelines for dens of Cub Scouts who are deaf.

20. Pack Meetings

The fare of standard pack meetings is, in general, good for Cub Scouts who are deaf. Yet certain elements are different.

Pack meetings normally are "shows" to which each Cub Scout brings his project. Each den contributes some kind of skit or stunt related to the program theme for that month. For boys with hearing loss, skits are difficult because they usually require a higher verbal facility than is available in either performers or audience.

This suggests that there should be greater variety in pack meetings for boys who are deaf. Some can be outings to see new places and do new things. Some can involve contests. Many may be held outdoors. Some, of course, can be the kind described in the literature.

Community Cub Scout packs have occasional special activities in addition to den and pack meetings. These include picnics, cookouts, trips to aquariums, museums, ball games, etc. The recommendation here is that some den and pack meetings be special as to locale, type of activity, etc. Cub Scouting can help expand the circumscribed world in which the nonhearing boy may find himself.

21. Activities in Boy Scout Troops

The activities of the community Boy Scout troop center around patrol and troop meetings and activities outside of meetings. Those designed for Boy Scouts in general are nearly always appropriate for boys who are deaf. Differences in the activities of community troops and those of troops in schools for boys who are deaf often are dictated by the school setting and not by the disability.

22. Troop Meetings

It is important for all units to meet weekly. And it may be even more important that such meetings concentrate more heavily on activities and less upon talk.

Below is a list of the "standard" ingredients of a troop meeting, with commentary about each item in the troop for hearing-impaired Boy Scouts.

Preopening—Whatever the setting, Boy Scouts never show up for a troop meeting all at the same time. The object is to keep early arrivals constructively busy until starting time. Plan this period into every meeting.

Opening—Formations are appropriate for Boy Scouts who are deaf. They should be shown. Ceremonies should emphasize the graphic rather than the verbal. Uniform review from time to time is good to maintain high standards of uniforming.

Skill development—Troop and patrol meetings should provide Boy Scouts who are deaf with chances to learn Scout skills. They will use these skills in the program of the troop. They also will advance through the ranks. Instruction should be as graphic as possible, including plenty of demonstration. This period should not become just another class.

Game or contest—Scouts with hearing loss are as competitive as Scouts anywhere. Competition in old or recently acquired skills helps keep morale and enthusiasm high.

Patrol meetings—This portion of the troop meeting is devoted to patrol business and activities that are best done by patrols. Patrol meetings should not be held unless there are definite things for patrols to do.

Interpatrol activity—Demonstrations, contests, etc., often take place in this period. Patrols work under their own leaders.

Closing—If possible, write announcements and distribute copies at this time. This period is valuable for recognizing individual Boy Scouts for accomplishments. The "Scoutmaster's Minute," recommended for this period, is valuable but, of course, requires creativity to communicate the message to everyone.

23. Patrol Meetings

It is suggested that the word "activities" be used instead of "meetings." It is desirable that patrols do things besides meet. Patrol leaders should be given as much responsibility as possible.

Some of the special activities of a successful Boy Scout troop involve hiking and camping, described in the next segment.

Patrol and troop meetings should be varied as to activity, location, and purpose. Boys with hearing loss sometimes lead fairly uneventful lives. They need to see the world. They need to deal with hearing people.

The activities of the troop and its patrols can help meet such needs. Boy Scouting should not be thought of as an "inside" program, but as a way to get outside. Some of the meetings should involve activities beyond the usual routine. Groups of Boy Scouts can work on merit badges together. Trips can be planned to sporting events, circuses, museums, and more.

Competitive events can be arranged with troops of hearing Boy Scouts. The kinds of activities suggested for troops in general are doubly suitable for boys with hearing loss.

24. The Outdoor Program

Cub Scouting and, to a much larger extent, Boy Scouting depend heavily on an active outdoor program. The potential of this program is sometimes reduced for boys with hearing loss by the fact that many of them belong to units in residential schools, and go home for weekends and school holidays. This means that those times cannot be used for hiking and camping. Thus, the extent of the outdoor program in the resident school depends on scheduling. And scheduling depends on the school's commitment to the program. If the whole program of Scouting is deemed an essential feature of the education of boys who are deaf, ways can be found to permit regular outdoor activity.

For hearing Boy Scouts, the annual long-term summer camp is the highlight of the year. It is equally important in the program of a troop of Boy Scouts with hearing loss, but it may present special problems when the troop is made up of boys in a residential school who travel during the summer. In the absence of a firm commitment to Boy Scouting, the camp program may be defeated.

On the whole, however, there is nothing about hearing loss that negates, or makes especially difficult, a full outdoor program in the Boy Scout troop. When the program is recognized by the school as the powerful educational tool that it is, no ordinary obstacles will stand in its way.

The buddy system, though a good idea for all youth, is especially crucial with a hearing impaired Scout. Since he would not hear a whistle or the shout of an emergency signal, he would depend on someone to tap him on the shoulder and communicate this news.

25. Events With Hearing Youth

Cub Scouting rarely includes activities involving other units. It centers around the home and neighborhood. There may be several opportunities

for a pack or den with nonhearing Cub Scouts to participate in activities with a unit of hearing Cub Scouts. These may include interpack or district or council derbies, day camps, and resident camps.

In Boy Scouting, considerably more emphasis is placed on interunit activity. In any particular area, there might be two or three intertroop events per year, plus the use of council camping facilities by several troops at one time.

To prepare for these events, more orientation is needed for hearing Scouts than for Scouts with hearing loss. If all Boy Scouts are to interact, hearing Boy Scouts must understand the communication problems that will exist. They should also be prepared for some of the sounds children who are deaf may make, so they don't equate speech problems with mental disability.

In turn, if Boy Scouts who cannot hear have had little opportunity to be with hearing persons, they will have to understand that sign language, for example, will be unknown to most hearing boys. They will learn that communication will be primitive and largely graphic. They will have to take some of the initiative in communicating with hearing boys.

Scouts with hearing loss are competitive and are likely to come out among the winners in many forms of competition. All Boy Scouts should be encouraged to do their best, but to keep the competition friendly.

Camporees and other types of intertroop campouts are valuable experiences that enhance cooperative learning situations. The troop for Boy Scouts who are deaf need not wait for a district or council event to interact with hearing boys. A joint meeting, trip, or campout can be arranged with a nearby troop at any time. The local council will be glad to help arrange such an activity.

26. The Scouting Program in a School for Deaf and Hard-of-Hearing Youth

Scouting for the deaf should have the same kind of results as Scouting for the hearing. Yet we should expect even more of it, for Scouting has the potential to help youth make more of themselves than they might otherwise. It can and should contribute to their most urgent need—better communication—and thus to other special needs as well.

In this segment we will consider some of the special needs of youth with hearing loss and ways in which Scouting can help. We will also note a few simple precautions that affect the safety of youth who are deaf in the Scouting program.

27. Social and Psychological Needs

Considering only physical differences, a Boy Scout who is deaf differs from a hearing boy only in the ability to hear. In most every aspect, the boy with hearing loss can perform as well as the hearing boy. However, an even greater handicap is the inability to learn language in a way that hearing children do, which could lead to academic delays.

When we discuss differences between the deaf and the hearing, we are not primarily concerned with physical differences caused by the disability. These differences are well-known to people who work regularly with youth who are deaf.

We note further some clear social and psychological differences between prelingually and postlingually deafened youth.

28. Hearing Aids and Cochlear Implants

Many deaf boys are fitted with hearing aids or use a cochlear implant for their residual hearing. Boys who use hearing aids will most likely use the behind-the-ear style aid. This type of hearing aid is coupled to the boy's ear by an ear mold.

The ear mold fits into the outer ear. If the ear were to receive a sharp blow while the boy is wearing his hearing aid, it would be painful and could cause further damage to the boy's hearing. Whenever the chance of such a blow exists, as in rough games or sports, hearing aids should be removed.

The cochlear implant is an electronic device composed of a surgically implanted receiver and electrode array, and an external transmitter coil, microphone, and speech processor. There are two different speech processors available; one worn as an ear-level device (similar to a BTE hearing aid) and one that is worn on the body. A microphone attached near the ear picks up sound and changes it to an electrical signal that is sent through a cable to an externally worn speech processor. The speech processor digitizes and encodes the signal as a series of electrical pulses.

The encoded information, together with the power to operate the implant, is transmitted through the skin to the implanted receiver-stimula-

tor. The implanted portion is composed of a small button that is imbedded in the bone behind the ear (the receiver), and a set of tiny electrodes (the stimulator) that are inserted into the snail-like cochlea in the inner ear. The receiver-stimulator decodes the signal and sends patterns of stimuli to the electrodes within the cochlea to provide stimulation to discrete groups of auditory nerve fibers for higher auditory brain processing.

The same type of precautions taken for boys wearing hearing aids should be taken for boys who use cochlear implants. The external portion of the cochlear implant should be removed prior to rough games or sports.

Hearing aids and cochlear implants are damaged by water and should not be worn while swimming. It is advisable to remove them for boating and canoeing to avoid the risk of accidentally getting them wet. The benefit received from hearing aids and cochlear implants varies with every child. Hearing aids make sounds louder but do not make speech clearer.

Cochlear implants provide deaf children with access to all the sounds of speech; however, the child must participate in extensive training to learn how to use the information provided by the implant. Some children do extremely well and are able to function like a hard-of-hearing child instead of a deaf child. Others are able to use the cochlear implant only for awareness of environmental sounds and to aid in their speech (lip) reading.

29. Special Activity Considerations

Youth who are deaf can participate fully in virtually all Scouting activities without restriction. The special cautions noted here are for safety and convenience and in no sense are intended to suggest a watered-down experience for children with hearing loss.

Swimming. The special considerations for youth who swim require some explanation.

Persons with hearing loss sometimes lose some or all sense of orientation (balance) along with their hearing. These two senses are physically controlled together in the human system; what affects hearing affects orientation.

Under conditions of adequate light, the nonhearing person's inadequate sense of orientation does not manifest itself. In darkness, a defective sense of orientation will show itself as a loss of horizontal orientation; the person may stagger or weave from side to side in the dark because he loses the visual references he uses in the light.

However, even in the dark, the disoriented person does not lose his vertical orientation; he can always tell up from down. In the water, however, even the orienting effects of gravity are lost. The person becomes, in effect, weightless. If, because of opaqueness or darkness, he cannot see the surface, he may become totally disoriented; he literally does not know which way is up.

Seeking a breath at the surface, he is just as likely to swim down or sideways as up. He may mistake the side of a pool for the bottom. Thus, a disoriented nonhearing person in murky water or in the dark may drown because he can't find the surface.

The first and most basic precaution with all swimmers with hearing loss is the same as with hearing swimmers: Safe Swim Defense.

The plan is outlined in Scout leader's manuals. It is just elementary that Scouts

1. never swim at night (except in a pool properly lighted with underwater lights)
2. never swim alone
3. never swim where the bottom has not been fully explored
4. never swim without responsible adult protection

The nearly perfect record of hundreds of thousands of swims in BSA council camps, conducted under the Safe Swim Defense plan, attests to its high margin of safety. By contrast, the tragic annual loss of life on individual Scouting unit swimming activities where shortcuts are taken demonstrates the need for more intelligent and disciplined Scout leadership during aquatics activities. The use of basic protective steps is vitally important.

The second precaution is to know which swimmers have an impaired sense of orientation. The safest thing is to presume that any postlingually deafened person has defective orientation, since this is likely to be true. The leader's own experience may help him in identifying people in whom impairment of orientation exists. Where this is unknown, a blindfolded walking test will usually serve to answer the question.

Having identified those with conclusive or presumed impairment of the sense of orientation, the following precautions should be followed:

1. Scouts with impaired orientation do not swim in murky water or at dusk—and certainly never after dark.
2. No Scout with impaired orientation is ever paired in the buddy system with another Scout so impaired. He is always paired with a Scout with a normal sense of orientation, or with a hearing Scout.

3. Scouts with impaired orientation should be watched carefully by lifeguards, particularly when diving. It might, for example, go unnoticed that a particular boy swims with his eyes closed—a practice that, paired with a deficient sense of orientation, could lead to disorientation in the water.
4. Scouts with impaired orientation should not swim in deep water where, at lower depths, the water is relatively opaque. A deep dive could result in disorientation. Just what depth is safe depends on water and outside light conditions.

A hearing leader taking nonhearing Scouts swimming for the first time must remember that his whistle is of no value in calling for buddy checks. A visible signal must be prearranged and all Scouts must understand its meaning. One such signal is the Scout sign with the arm fully extended, as for "attention" in Scout field signals. Instructions can be that Scouts on the dock will raise their hands in this signal when they see it from the leader to provide additional visible signals for those in the water.

Darkness. To people who are deaf, darkness is tremendously limiting. Visual reference for balance, lipreading, or signing is eliminated with the fall of darkness. A Scout leader with nonhearing Scouts finds his authority drastically hampered when darkness falls; he can no longer communicate quickly and easily with them.

This situation suggests two general principles to the leader:

1. He or she should make maximum effective use of daylight hours while hiking and camping.
2. He or she should make sure that more than the usual amount of lighting is available for after-dark activities.

Depending on the time of the year and latitude, the amount of daylight available in a day varies between 10 and 16 hours in most of the United States. Members of a unit with youth who are deaf should get up and get going in the morning to take full advantage of the daylight.

In an independent summer camp, the troop of Scouts who are deaf can go on "double daylight savings time" by simply pushing up their watches an extra hour. This may retain daylight until 9 P.M. and delay it in the morning until 7 or 8 A.M., depending on the date. For weekend camping, there is no real need to reset watches; the unit can simply rise early and get going.

For after-dark activities, lighting is needed for communication. Campfire setups should be arranged so that people putting on skits, telling stories, etc., are well lit and readily visible to the Scouts. All Scouts enjoy campfires, but if Scouts who are deaf have to try to understand someone whose back is toward the only light source—the fire—they understandably will not be able to.

The use of flashlights to illuminate whatever methods of communication are used is essential to after-dark activities. Lamps that flood an area with light rather than spotlight small areas are often better.

Scouts with hearing loss should always be seated with their backs to the source of light, or at such an angle that it will not shine directly in their eyes. The usual restrictions apply to the use of flame lights.

Field signals. Scout literature has long contained a simple set of field signals for use when voice commands are inappropriate or impossible. These signals are effective for Scouts who are deaf and should become part of the repertoire of every leader and Scout. They can be used with all Scouting units.

Hiking. Hiking presents certain hazards and problems for people with hearing loss. They result from being unable to communicate by voice and from frequently being out of range for normal sighting of field signals.

One common precaution is to position leaders at both the front and back of a column of hikers. Any special hazards encountered at the head of the line can be communicated down the line; any problems that occur in the line come within the view of the leader bringing up the rear.

Night hikes should usually be avoided. A short one can be arranged using a rope for all to hang onto, if everyone has a flashlight. Or light stations can be set up along a marked trail for another kind of night hike or adventure trail.

It is, of course, a good safety precaution that every Scout learn what to do if he is lost. This is particularly important for Scouts who are deaf, whose limited outdoor experience might be more likely to lead to panic or additional disorientation.

Normal practice for search parties is to call out the name of the person as they search; this is obviously of no value when searching for a lost person who is deaf. Similarly, other auditory clues to finding help are unavailable to the nonhearing person who becomes lost.

Thus, it is important that Scouts who are deaf, more than hearing Scouts, not become lost in the first place, and if they do, they should know the appropriate procedures to follow.

30. Organizing a New Unit at a Residential School for Youth With Disabilities

The Boy Scouts of America has developed standard plans for organizing new Scouting units. These plans are generally useful in resident schools, provided the following differences are allowed for:

1. The Scouting program is more directly applicable to the objectives of a resident school than to those of almost any other kind of chartered organization. Thus, the organization of such a unit must be viewed by school officials as an expansion of its existing educational program rather than the addition of an "outside" recreational opportunity.
2. Unit committee members and unit leaders often are recruited from parents or members of the chartered organization. In the resident school, some or all often come from the school's professional and paraprofessional staff. In the strictest sense, then, these staff members are not always "volunteers" as in most other units; Scouting responsibilities may be given and accepted as part of their jobs.
3. Parents are nearly always involved in the organization of a unit. The location of the resident school may eliminate the participation of many parents, though those within reasonable distance should be invited to take part.

A school for people with hearing loss that wants to start a Scouting unit should first get in touch with its local BSA council for assistance. Working closely with council representatives will avoid many pitfalls and take full advantage of accumulated experience in organizing units.

Resident schools have the essentials for the Scouting program: boys, physical facilities, and adults interested and experienced in the education of its residents. The only element to be added is a commitment to the program of Scouting as an integral and essential part of the education of youth who are deaf.

This commitment should have both depth and length: deep enough to get the job done right and long enough to assure continuity of the Scouting experience for those who join.

Neither the resident school nor the BSA council has any desire to create a halfhearted and weak Scouting unit. It would be a waste of resources and an ultimate source of great disappointment to boys. A school should work to utilize the values of Scouting to benefit their youth.

*Does not apply for sign language.

31. What Human Resources Are Needed?

Any type of unit—Cub Scout pack, Boy Scout troop, Varsity Scouting team, or Venturing crew—will require a chartered organization representative, a unit committee of at least three members, a unit leader, and one or more assistant leaders. A Cub Scout pack also requires den leaders.

The chartered organization representative, a liaison officer between the school and the Scouting organization, should be a person closely connected with the school and one who can represent its views. Unit committee members can be drawn from staff, alumni, parents, or public-spirited citizens in the community. Not all committee members need direct communication with the boys who will belong to the unit.

The unit leader may or may not be deaf, and may be associated directly with the school, or may come from the community. He or she should be able to work effectively with both adults and youth. Experience in Scouting is a valuable asset, but is not required.

Some Scouting leadership courses have not been adapted for use by leaders who are deaf. Some Scouting courses have closed captioning. Hence, leaders who have hearing loss will in part also train themselves from literature and may be limited in the amount of communication they have with hearing Scout leaders of other units.

The unit leader must adhere to the educational methodology used in the school, and operate the Scouting unit accordingly.

A hearing leader from the community can bring a fresh perspective to the school unit, but may be limited until he learns to communicate with boys with hearing loss. A hearing or nonhearing leader from the school staff will be able to communicate with the boys, but may lack the freshness of perspective of the "outsider." The respective values of "insider" and "outsider" can both be obtained by using an assistant leader who represents the opposite position of the leader.

Den leaders for Cub Scouts usually are school staff members. They need special training for their role as den leaders so that the program is more than an extension of classroom methods.

32. Earning the Interpreter Strip

Requirements for the interpreter strip now make it possible for this award to be earned by both Scouts who are deaf and those with normal hearing. Adults

can also earn this award. Many people with normal hearing are learning sign language as a method of communicating with people with hearing loss. Sign language gives Boy Scouts the chance to communicate with one another using visual rather than verbal cues.

Requirements

Boy Scouts and adult leaders may wear this strip if they show their knowledge of a foreign language or sign language by:

1. Carrying on a five-minute conversation in the language
2. Translating a two-minute speech or address
3. Writing a letter in the language*
4. Translating 200 words from the written word

F. Emotional/Behavioral/ Social Impairments

The Boy Scouts of America wants to include youth who have emotional and behavior disorders. Many units have welcomed youth who have emotional difficulties. Scouting units have also been organized at treatment centers and hospitals and have become meaningful parts of the treatment program. Many young people with emotional difficulties have benefited from Scouting.

However, leaders also need support. This section is about youth with EBD, but it is designed to help leaders who want to welcome these youth into their unit or to form a pack, troop, team, crew, or post for youth with EBD. A young person could miss a valuable Scouting experience because a leader is unfamiliar with solutions to the problems stemming from an emotional disability.

Emotional disorders are thought by some to be "unseen" disabilities. They cannot be readily seen as can blindness, mental illness, or a physical disability. So, since sometimes there is no warning of a behavioral episode, adults can be startled by the actions of a child who finds it hard to cope with his inner feelings.

Some young people do not talk about the strong, opposing feelings they have inside them. They can only express themselves through disturbing actions. For example, children who feel abandoned might act out their frustration through disruptive behavior. Others work out their problems in other ways. Hormones that are out of balance or a nervous system that is not working well can cause trouble.

Behavior problems can stem from conflicting emotions, learning difficulties, or patterns of life that have taught young people improper ways to cope with their daily lives. For these children, misbehavior is an outward expression of an inward emotional problem. It has been estimated that 20 percent of all children in U.S. schools have emotional difficulties of some kind.

The way people act is often a response to the actions of other people. This means that they do what they do because of their own needs. All people need safety, security, to belong, to be loved, to be fulfilled, to be able to express themselves, and to create. When these needs are not met, people make up their own means of meeting them. Young people find their own ways of overcoming barriers to having their needs met.

Some withdraw and say they do not care. This can result in constant daydreaming or a complete failure to pay attention. Some children give up, since they see no point in continuing to strive when their needs are never met.

These behaviors are not the result of a single or even of many frustrations, but more a result of accumulating small and seemingly perpetual deprivations in a particular youth's short lifetime. These deprivations cannot be reversed in a day, but require long periods of care. Unmet needs can result in a buildup of hostility that prompts acts such as reckless property damage, physical attacks on others, and malicious mischief.

Some children are not violent, and use more subtle devices such as serious lying, stealing, setting fires, or refusing to learn. They might overeat or use stolen articles as a substitute for unmet needs. Children who try to meet their needs in ways that are unacceptable to society might need counseling.

The way a child is treated determines in part how he sees life and how he regards himself. The world can be viewed as safe and nurturing, or it can be seen as dangerous and frightening. Naturally, a child behaves quite differently when he sees his surroundings as safe than when he sees them as threatening, forbidding, and evil. If a child is cared for, loved, and accepted, he can see himself as worthwhile and lovable. If a child can accomplish and achieve, he can see himself as competent.

We are talking about a language of behavior that leaders need to understand. Actions speak, and they speak loudly. To be able to understand the behavior of children, it is helpful to know how they have grown up and lived and how they have been treated by their parents, teachers, and others.

An important aspect of human behavior is a sense of trust. Trust is the earliest feeling that one learns, and the foundation upon which all other emotional states rest. Trust has many facets: trust in the environment, trust in people, trust in the future—that is, having hope—and trust in oneself. Lack of trust is the basis of fear and the origin of anxiety. It is important that the children you work with learn to trust you. To achieve that, you must be worthy of their trust.

As you work with the members of your unit, be sure that you do not make promises you cannot fulfill. Do not promise a spring camping trip, a picnic, or other activity unless you are sure it will happen. More than others, children with EBD need to trust you and know that you will follow through on your promises.

Much of the development of a youth's personality is affected by what he experiences while growing up. However, there is another side to how behavior is determined, and that is by what he learns. Children begin to learn from birth. They repeat behavior that is satisfying and is rewarded. Behavior that is rewarded is reinforced and is used again. Behavior that is not rewarded is forgotten or extinguished.

Through life, habits are formed because behaviors are rewarded or reinforced in some way. Much behavior, then, is learned. Behavior that is considered appropriate is rewarded and becomes part of the child's routine way of acting, feeling, and thinking.

Children tend to identify with and copy their parents. In the process of learning, children might take on some of the irrational behaviors of their parents. Some children who need special help come from families that may not function properly.

Families help children develop a feeling of belonging to a group while also developing their own individuality. Many troubled children come from families that may not communicate well or share their real feelings.

We must not, however, condemn or blame parents for the problems of their children. It is difficult to help people when we blame or condemn them and make them feel guilty. Our job is to understand people and to use this understanding in helping their children. Usually, parents are unaware of what they are doing to produce emotional problems for their children, and often are powerless to change without outside help. In such cases, help for the family through a mental-health center can be beneficial.

There is still another reason not to condemn or blame parents. Most parents have a desire for loving, responsible, healthy children. Some children are born irritable or with neurological impairments. They cry constantly, do not keep food down, do not sleep well or for very long, and try the patience of the most loving parents. Parents who care for such children need understanding and support rather than condemnation.

Not all of us are able to cope with every situation. If we are lucky, our lives are reasonably in tune with our abilities to cope and we do not overtax our abilities. If, on the other hand, difficulties develop that exceed our abilities, we are put under stress. If this stress continues or gets worse, we may engage in inappropriate behavior, or we may enter a state of crisis and breakdown.

The goals and methods of Scouting are oriented toward personal growth. Helping children develop their relationships with others so that they feel wanted and productive is an important part of Scouting. Scouting is a conscious effort to encourage, develop, and enhance the growth of young people. As such, it can be a basic part of any therapeutic program.

1. Why Scouting for Youth With Emotional Disabilities?

Every young person is unique. But young people are also alike in many ways. They want a sense of belonging to a group, they want to achieve, and they want to be recognized for their achievement. Scouting offers a means for young people to set goals and be recognized for their achievements.

2. Planning Activities for Disability-Specific Youth With Emotional Disabilities

As noted, the BSA philosophy endorses the inclusion of Scouts with disabilities into regular Scouting units. In circumstances in which youth with EBD are members of a disability-specific unit, there are several issues to consider. Scouting in a pack, troop, team, crew, or post made up of youth with disabilities is essentially the same as in any unit. What the members do usually is the same; however, the way they do it is sometimes different. Usually, the unit is part of a treatment center or a hospital and will incorporate the treatment goals of that organization, institution, or agency into its work with youth. The unit is supported by a unit committee—usually staff

at the organization, or individuals in the community who are interested in Scouting and familiar with the work of the organization.

3. Special Leadership Needs

The meetings for a special unit of youth with EBD should be modeled after the suggestions in the leader's handbooks. However, in planning and implementing the program, it is important that the activities be geared to the emotional needs of the members.

Competitive activities should be avoided unless a member can compete against his own past achievement rather than the achievement or skill of others. Scouting leaders should not be afraid to experiment and try new activities. What has been successful for one unit might not be successful for another. The leader needs to find out what his unit enjoys.

Most youth appreciate new, creative approaches. The leader always should remember that the level of interest and participation of members will vary greatly from activity to activity. Offer encouragement and support to those whose interest may lag. These special units should participate fully in district and council activities such as summer camp, Cub Scout day camp, camporees, and Scouting shows.

The Scouting leader and the unit committee must be very active in helping to plan and evaluate the program activities. This is because many youth with emotional disabilities have had no leadership experience and little practice in group discussion or decision-making.

The recommended planning process might be hard to establish in a special unit for youth with emotional disabilities. The goals of Scouting must be understood, and the planning process and activities adapted to fit the abilities of the members in the unit.

Often, lack of reading ability becomes an obstacle, and members will need individualized help. Many special units for youth with emotional disabilities use volunteers to assist the unit leader, who is a hospital staff member and mental-health professional. If an Explorer post, Venturing crew, or National Eagle Scout Association chapter is available, they sometimes can "adopt" the special unit and assist the members in their achievements. In some cases, it is possible to have parents assist.

However, in most hospitals and other institutions, parents are not readily available. Also, many leaders prefer not to have parents present. They feel it is better for the children to develop independence from their parents and to avoid the conflicts that often exist between emotionally disabled young people and their parents.

In order to use volunteers or another Scouting unit more effectively, an orientation and training program should be held that includes the following:

1. A general orientation to the organization, including its history, treatment philosophy, and goals and objectives
2. An orientation to the treatment program of the organization
3. Some exposure to the type of children being served by the organization
4. Some training in the methods of child care and child management used by the organization
5. An orientation to Scouting, including its goals and methods

In running a special unit, the leader and unit committee must provide a Scouting experience for the community members involved in Scouting, while meeting the members' special needs. It should provide opportunities for them to interact with Scouts from the larger community as they prepare to reenter it. In fact, many treatment facilities encourage young people to join Scouting because it is a way to monitor their emotional growth and development.

The agency or other organization should be encouraged to use the Scouting unit for public functions, such as open houses, conferences, and the like, that will offer members opportunities to interact with others as, for example, guides or parking attendants. Members should wear their uniforms at such times, as this gives them an opportunity to be identified with Scouting and to display their badges. If uniforms cannot be worn due to time, conditions, etc., use a neckerchief or something with the Scouting logo to identify the group as a Scouting unit.

It is important in developing a special Scouting unit that it not be a watered-down version, but an active unit that maintains the national standards of the BSA while providing the special help that children with emotional and behavioral problems need.

Listed below is a plan for success in establishing a special unit.

1. Keep precise and accurate records, especially of advancement.
2. Use official Scouting equipment. It is the best available. (It is especially important that members have official BSA uniforms.)

3. Seek advice from leaders presently working in Scouting with youth with emotional disabilities.
4. Follow the program guidelines in the *Troop Program Features, Cub Scout Program Helps*, and the *Webelos Leader Guide*.
5. Develop and use the patrol method (see the *Scoutmaster Handbook*).
6. Keep the “outing” in Scouting.

4. A Community Unit

Many community units have members with behavioral or emotional problems. Emotional disabilities often are called the “invisible” disabilities. There is often a fine line between behavior problems that are considered part of normal development, and those that are thought to be caused by emotional difficulties. Children with mild behavior problems often are accepted, while those with more severe difficulties often are not. Right or wrong, this distinction is made on the basis of how disruptive the child is to the functioning of other youth in the unit.

The leader’s attitude toward a child with emotional disabilities is most important. If the leader shows acceptance, if he shows that he considers the child as much a participating member as any other, if he shows he expects the same participation (with some support), then the other members are likely to react similarly. The behavior of a child with emotional disabilities might at times create problems, but the unit’s plans should not revolve around the needs of that child. The more the child can become a participating member of the unit, the better it will be for him and the other members.

Many emotionally disabled youth attend community schools. Some are in special classes and some are mainstreamed into regular classes. These children function and interact with others from the community each day in many different ways. With a carefully planned program, these youth should be able to participate fully in a community Scouting unit.

Although the unit leader must set the example and be accepting of a member with a disability and be enthusiastic about helping him, he must, at the same time, fully appreciate the special demands that will be made on his patience, understanding, and skill. If a parent is available to participate, the parent must be involved with the unit in case a problem arises that the unit leader cannot handle.

5. What You Should Know About Youth With Emotional Disabilities

Scouting Opportunities

Boy Scout advancement includes earning merit badges, advancing in rank from Tenderfoot through First Class and beyond, and being recognized for each achievement along the way. Advancement should be guided according to the individual ability of each boy.

Scouting for emotionally disabled youth should not be watered-down Scouting. Rather than lower the standards, more leaders should be recruited to increase the individual help each child receives as his needs require. In this way, the Scout receives the full benefits of Scouting. If necessary, his rank and other achievements may then be transferred to another troop.

The Outdoor Program

Scouting is perhaps best known for its strenuous outdoor program. This is a part of Scouting for all boys, but it is especially important for a special unit in which Scouts are part of a residential treatment program and spend much of their time indoors. Fresh air and exercise are obvious benefits of a good outdoor program, but other benefits are

1. A variety of success-oriented activities that can be chosen according to individual needs
2. Many opportunities and program ideas for “off-grounds” activities
3. A method to help the boys feel a part of the world at large, rather than just residents of an agency
4. An external orientation that can provide alternatives to anxieties, disordered thinking, and feelings of self-defeat
5. Situations in which structure can promote feelings of security in a non-institutional setting
6. A cohesive program that can build feelings of self-esteem
7. An opportunity to take advantage of a number of task-oriented activities to build cooperation and other social skills in a group setting

Leadership Development

The ideal in the Boy Scouting, Varsity Scouting, and Venturing program is to have the youth leaders run the program while the adult leaders act as role models and guides for the Scouts. This ideal is difficult to attain when working with emotionally

disabled youth who might have behavior problems, but it is not altogether impossible. Many of the youth already possess leadership abilities but lack the opportunity to direct them in socially accepted ways. Other youth might not yet have acquired the skills of leadership, but might do so easily within a positive peer culture.

Opportunities for learning and developing leadership skills are provided in the following ways:

1. The patrol method gives each member the opportunity and the responsibility for some degree of leadership.
2. The troop is organized to support the patrol method. Adults should never do jobs that can be done by boy leaders.
3. The outdoor program gives every boy, even those not in a formal leadership role, the opportunity to acquire, develop, and display the skills of leadership.
4. Leadership training is available for all those in leadership roles.
5. The Venture/Varsity program offers older youth a chance to learn and practice leadership and to take over responsibilities previously held by adult leaders.

Personal Growth

All of the goals and methods of Scouting are oriented toward personal growth. Scouting is a conscious effort to encourage, develop, and enhance the growth of boys into manhood. As such, it becomes not only a support to therapy for the emotionally disabled boy, but an important part of his total personal growth.

Each level of advancement requires the boy to have a conference with his Scoutmaster before each rank is received. Through the Scoutmaster's conference the boy becomes involved in planning his own growth with the aid of the Scoutmaster. Expect the Scout to do his best to meet the requirements as written in the *Boy Scout Handbook*. Insist that the boys put forth their best efforts in meeting each requirement.

As a Scoutmaster, you will usually recognize the difficulty the Scout is having with the requirement by observing him. If he is close to becoming frustrated, give him a helping hand, but one that allows the project or requirement to remain his.

G. Physical Disabilities

In working with youth who have physical disabilities, leaders will find many time-tested ideas for program content and for aiding advancement. They also will find encouragement if they have a fear of failing in their new responsibilities.

Veteran leaders of units with disabled youth will gain renewed inspiration from the success stories of other units as well as new ideas for working with their own unit.

Parents of youth with physical disabilities might profit from copies of this segment because it attempts to explain how Scouting can help their children. Some of the suggestions for aiding physically disabled youth toward advancement also might be helpful to parents.

Finally, physically disabled youth will benefit through the work of leaders and parents by gaining a sense of belonging. They will be able to say, "Yes, I can be a Cub Scout. Yes, I can advance in Boy Scouting. Yes, I can be like other Venturers."

1. Introduction

The troop lines up for the opening ceremony, moving into place at its leader's silent signal. This scene is routine, repeated tonight in thousands of cities and towns across America. The flag ceremony is the same, the salute is the same, and the Scout uniform is the same.

But there is a difference here. Three Scouts are in wheelchairs, another has only one arm, another stands on uneven legs, one has withered arms with fragile fingers, one has pale skin, and one waves his arms involuntarily during the Pledge of Allegiance.

Before them stands their Scoutmaster. A saint, perhaps? Maybe a physician or a physical therapist? Who else but a saint or a medical professional would try to lead this unlikely troop?

It might seem that this bunch can't be true Scouts. Can you imagine them on a hike or camping? Well, they are true Scouts who hike and camp. They are as good at it as Scouts in any other troop.

The leader is not a saint and probably not a medical professional. Perhaps an engineer, a carpenter, a machinist, or an accountant. He or she might be of any profession, but chances are that this leader has no special training in working with youth with physical disabilities. The leader is someone like you who believes in youth—all youth—and believes that those youth can benefit from Scouting.

Doesn't a leader of a unit of physically disabled Scouts have challenges? Of course he does. Because of their physical disabilities, the youth cannot do some things as quickly as those who have no physical limitations. But they can do nearly everything other youth can.

A Scoutmaster who has led a troop of disabled youth for several years says: "Any guy who can lead a regular troop of boys can lead a special-needs troop—if he wants to do it, that is. If he hates the whole idea, that's something else again, but he doesn't have to be a doctor or a psychiatrist or a therapist or any of these things."

But doesn't he have to have a great deal of patience? "I don't know if that's true or not," the Scoutmaster said. "You adjust to their pace. You know that a disabled boy isn't going to leap up the stairs six at a time, and once you've adjusted to that idea then it all assumes a new kind of normality."

Anyone who has been a leader of Cub Scouts, Boy Scouts, or Venturers knows the satisfaction that comes from watching youth having fun, learning new skills, and growing in body, mind, and spirit. That satisfaction is the reason hundreds of thousands of men and women have given a great deal of time to Scouting with no thought of other reward.

For men and women who lead units with physically disabled Scouts, the satisfaction is doubled, redoubled, and then squared. "In 30 years of Scouting," says one such leader, "I have never had as satisfying an experience as I did in leading special-needs children."

Another declares: "Working with special-needs boys is more satisfying than working with other kids because they are more appreciative. I don't mean that they thank you all the time. But whatever is happening, they enjoy it so much more and they get so much out of it."

The Scout leader's reward may be a new light in the eyes of a Boy Scout or Cub Scout who is in a wheelchair due to muscular dystrophy. Or it may be the sudden recognition by a youth with a deformed arm that he can tie a square knot, light a fire, or cook breakfast. Or the fleeting smile on the usually tense face of a youth with cerebral palsy as a gentle breeze wafts through the campsite on a bright summer day.

2. Rewards Beyond All Riches

"So many people have said to me, 'Boy I couldn't do what you're doing, leading a troop of special needs Scouts. It's way beyond me; I don't have that kind of skill or that kind of patience.' The big, staggering fact is that it doesn't require that. The kids are normal." states the Scoutmaster of a troop of Scouts with physical disabilities.

If we assume that Scouting is good for youth, then clearly it must be good for physically disabled youth. But the demonstrated fact of the matter is that Scouting is even better for youth with disabilities than for others.

3. Scouting for a Youth in a Special Unit

An experienced leader said: "He certainly appears to appreciate Scouting more. I suspect that he appreciates almost anything more—not just Scouting. A trip to the circus, for example. Because his normal life is so restricted—in many cases, at least—whatever he gets that is special or different means that much more to him.

"A disabled Scout enthuses over singing a song or making a cheer, passing a test, or going on a little trip twice as much as the kid who's been doing these things all his life. For many of these kids it's the first time they've ever had a normal peer group and were able to be on a par with everyone else.

"Many of them go to a special school, or they have a tutor come to their home, but here at last they're with a bunch of other kids who have some problems just like themselves. They're all in the same boat.

"This doesn't happen in school or in church, and they can't run out and play with the gang after school. So Scouting—or it could be some other organization like the YMCA—is just the first big deal they've ever had. And Scouting is able to capitalize on this and do a lot for them, I think."

Aside from giving a physically disabled youth a gang to belong to, Scouting has other values.

In *Recreation for the Handicapped,* Dr. Valerie V. Hunt summarized these values:

1. Scouting is geared to the abiding interests of youth; participation in Scouting means something to boys and girls. Disability does not change a child's interest but often it keeps him from participating.
2. The fact that Scouting is a worldwide movement gives breadth and depth to belonging to a Scout group; this is important for the disabled, whose universe is often confined.
3. Scouting is based upon the high ideals and purposes that are necessary to rich living in a social world. The disabled are susceptible to social retardation.

4. Scouting has a strong dedication in service to others and to community, service that is essential to a meaningful life. Service to others gives a sense of personal worth to the disabled, who in the nature of things have been more often the recipients than the dispensers of service.
5. Scouting permits children with disabilities to work closely with other boys and girls toward common ideals and goals. Controlled experiences in Scouting activities are rewarding to Scouts with disabilities in their life with the nondisabled.

4. Needs of Youth With Disabilities

The youth with physical disabilities is much more like other youth than he or she is different. In extreme cases, he or she may be almost totally incapable of doing things that others can do, but his or her basic needs and desires are the same.

It is essential that Scout leaders understand this point, since most youth with physical disabilities want Scouting exactly as it is given to all others. Therefore, Scouting for disabled youth is not something different—it is the same program, undiluted and unchanged. Obviously some alterations of methods are necessary, but the essence of Scouting should be the same for physically disabled youth as for any other youth.

But while the disabled youth's needs and desires are the same as any other youth's, his opportunities for satisfying them might be meager. For instance, if he spends nearly all his time away from other children, he will not be able to satisfy his social needs. If he is severely incapacitated and cannot play active games, his youthful passion for movement, action, and competition remains unsatisfied. And so those needs, while similar to those of other youth, are even more pressing because they are left unfulfilled.

Scouting cannot enable a severely impaired youth to play active games, but it can fulfill his need for competition in other ways. And it can help him develop socially by bringing him into contact both with other disabled youth and with those not physically disabled.

5. Emotional Problems

Physically disabled youth do not come in a single mold, any more than other youth do. The full range of emotional and mental characteristics is just as evident in disabled youth as in the general population. You will find disabled youth who are living embodiments of the Scout Law—and you also will find disabled youth who have trouble abiding by any rules of a civilized society.

It is true that youth with disabilities might have more difficulty adjusting to society. This is not because of their physical problems. Rather, it is because they might have trouble adjusting to the reactions of others to the problems.

The youth might sense feelings of pity or rejection by others, and he might respond to them by developing feelings of inferiority. He might become timid, or he might compensate by becoming more aggressive.

Youth who have had a disabling condition since birth are more likely to be well-adjusted by the time they reach Scout age, particularly if they have not been overly sheltered.

But the youth whose physical disability—whether permanent or relatively short-term—developed suddenly after a normal childhood could have strong emotional reactions during the adjustment period, and might respond with hostility, fear, or depression.

Remember, the basic psychological needs and desires of the youth with a disability are the same as those of a nondisabled youth. Because of his physical condition, he might find satisfaction for his needs in different ways, but he is more like other youth than he is different.

6. The Physical Benefits of Scouting

Scouters are not therapists and Cub Scouting, Boy Scouting, and Venturing are not usually considered therapeutic. But one of the Scouting movement's principal goals is mental and physical fitness, and disabled youth derive at least as much physical benefit from Scouting as do other youth.

In camping and hiking, in manipulating ropes and tools, and in games of all sorts, the youth with a disability can improve his physical skills and fitness. Little in Scouting is designed solely with that end in mind, but for many disabled Scouts it is one of the major benefits of Scouting. In addition, those whose disability causes a lot of tension (such as those with cerebral palsy) find release and ease in a fun-filled Scout meeting or campfire.

These physical benefits, however, are incidental to program planning for Scout units with disabled youth. Only a physician or trained therapist can schedule particular activities to achieve certain therapeutic results. The Scout leader should plan a full agenda of Scouting activities with no regard to therapy; the physical benefits will follow.

7. Placing Youth in Scouting

In summary, any youth with a physical disability is likely to benefit considerably from Scouting, both psychologically and physically. He will probably benefit more than other youth because Scouting offers him one of his few chances to do what others his age do.

While other youth have many opportunities for fun and adventure, Scouting could be the only such source for the disabled youth. He probably will be more faithful to the program, more enthusiastic about it, and thus affected to a greater degree by what Scouting can offer.

Will he do better in a unit of nondisabled youth or in a special unit? Experienced Scouters remain divided on this question and, in fact, don't view it seriously. They unanimously agree that the youth with a disability should become a Scout in whatever type of unit is available or most appropriate. The answer always should be "Whatever's best for the youth."

In some situations, the question answers itself. In an institution for disabled children, for example, the Scout units will have only disabled youth. In a rural area and in some cities, a youth who lives at home might have no choice but to join a nearby unit in which he might be the only Cub Scout or Boy Scout with a disability. (In isolated regions, where no pack or troop is available, he might become a Lone Cub Scout or Lone Boy Scout with a parent as his Lone Scout counselor.)

The view that children with disabilities should, if possible, socialize with nondisabled children is supported by Vernon Mallinson in *None Can Be Called Deformed.* Mallinson writes: "Until non-crippled children are brought sensibly (and this is the only sensible way) to recognize a crippling condition as normal and in the nature of things, then we shall not have a society ready to absorb naturally and easily as it should its crippled minority group of constituent members.

"Similarly, as long as a crippled minority is herded away from the rest during the most important period of schooling that extends from about the age of 7 or 8 to at least 16-plus, then they are not being adequately prepared to face life in competition with their fellows—to face it serenely, confidently, and realistically."

8. Why Scouting for Youth With Physical Disabilities?

It was stated at the White House Conference on Child Health and Protection, "The disabled child has a right to grow up in a world which does not set him apart, which looks at him not with scorn or pity or ridicule but which welcomes him, exactly as it welcomes every child, which offers him identical privileges and identical responsibilities."

9. What You Should Know About the Youth's Disability

"Lots of our Scouts' frustrations come from what their disabilities prevent them from doing. Our biggest emotional involvement is with a youth who has withered arms, because all the rest of the kids in the troop can pick up a spoon and put something in their mouths, but he can't. And there are so many things he can't do that it builds up a personal frustration. It's not so much that the disabled are a minority group or that they think people are laughing at them as it is that they think, 'Darn it, I wish I could get up and do that.' And with all the animation and spirits of a youth, it must be a powerful thing to deal with." states a Scoutmaster of a troop of Scouts with physical disabilities

Some years ago the Scoutmaster of a traditional troop wrote to *Scouting* magazine to ask for the advice of other Scout leaders about whether he should take a boy with cerebral palsy into his unit.

Hundreds of experienced leaders replied, and with only one or two exceptions they advised him to let the boy join. A few, in fact, said that he should insist the boy join. (To get ahead of the story, the Scoutmaster did accept the boy, who became an excellent Scout.)

In their responses to the Scoutmaster's plea for advice, other Scout leaders summed up the benefits to the boy and the troop in comments like these:

- "I feel that if you take this boy you will be doing a great favor to your troop. In my experience with the children of today, I feel they need a boy like this to show them how fortunate they are and for the lesson they may receive in giving service to others."
- Would the disabled boy slow the troop's progress? "Definitely not!" said a leader who had a boy with muscular dystrophy in his troop. "It speeded up advancement because those who were physically fit couldn't lie down and let a disabled boy beat them."
- "Scouting is a character-developing program. The gadgets that boys make, the merit badges, the

troop meetings, etc., are all vehicles for the attainment of good character. We must not lose sight of the goal for the minutiae with which we work."

- "If the most important thing would be to be able to hike and to tie knots, then I would say that the boy with disabilities might retard some of the boys; but if the basic purpose of Scouting is to practice the virtues and the moral standards that mankind has evolved to the present day, then I would say the crippled boy would be an asset to any Scout troop."
- "How, may I ask, can you live up to the Scout Oath or the Scout Law and bar this boy? How can you teach your boys to help other people at all times? How can you teach them to be generous to those in need if they never get a chance to do these things? How can you teach them to be brave and stand up for what is right if you, their leader, bar this boy from the Scouts? How better could you teach them sympathy and not jeering at the physically and mentally disabled, than not to just let them join, but to ask him to join? What better object lesson could you give?"

These responses show that leaders who have had experience with disabled boys believe the benefits to the other youth are almost as great as those to the Scout with the disability even though including him might pose special problems for the leader.

Problems could include transportation for hikes and campouts, involving the youth in games and contests that aren't for him, and acceptance of the youth by the other members as just another Scout.

These are not serious problems to a Scout leader who accepts a youth with physical disabilities willingly, but a reluctant leader might feel the burden. (But is there a leader anywhere who hasn't had burdens with other youth?)

10. When a Disabled Youth Joins

The leader's attitude toward a youth with a disability is all-important. If he can show that he considers the youth as much a Scout as any other and shows no favoritism, then the other Scouts are likely to react in the same way.

On occasion the disabled youth might have to sit on the sidelines or stay behind when the unit goes on a rugged adventure; the unit's plans cannot always revolve around the needs of the disabled youth. But the more he can become a regular, participating member of the unit, the better it will be both for him and the others.

11. Helping Cub Scouts, Boy Scouts, and Venturers With Physical Disabilities

Assuming that the leader and the other youth accept the physically disabled Scout as one of the boys, there is still one pitfall to be wary of: being oversolicitous. Most youth (especially most Scouts) will go out of their way to help another person. The danger here is that they will go too far, doing for the disabled Scout what he could learn to do for himself. This is not good for the youth with a disability.

Often a disabled youth who has been sheltered at home will expect others to do things that are difficult for him. A few, in fact, might take advantage of their disabilities to manipulate the sympathy of others.

It is sometimes hard to draw the line between giving help where it is needed and being overly attentive to the point where a physically disabled child never learns how to be independent. The leader should set the example.

If a disabled Scout falls but can get up on his own, usually he should be left to do so. If a couple of youth quickly run to help him, the Scout loses one more opportunity to extend his independence and, at the same time, reinforces any feelings the other Scouts might have about his capabilities. He might come to expect their help instead of learning self-reliance.

At times a leader might need to adopt a fairly tough attitude toward youth whom he fears are taking advantage of their physical handicaps. A unit leader who has several disabled youth in his unit says,

"We've got two or three boys who will let you do as much for them as they can get you to do. And there are certain lessons they have to learn. For example, at home I suppose their parents have always tied their shoelaces, but we make them do it if they can—particularly in camp where they have to dress themselves. We've found we just have to be tough and say, 'All right, we're going to leave for supper in five minutes and you've got to have your shoelaces tied.'

"And the kid will say, 'Help me!' But we'll say, 'No, you can tie your shoelaces—you did it last night.' And sometimes we've actually left the camp and gone to the dining hall and left that kid sitting on his cot.

"After a few minutes somebody would circle back to see what was going on, and usually the kid was tying his laces and trying to catch up. In only a

few cases did anybody miss a meal. So you see, we have to be kind of tough sometimes to get the point across. We don't overprotect them. That's a real danger."

Many youth do not want help beyond what is absolutely necessary and will struggle against great odds to do the seemingly impossible. These youth should be encouraged and left to their own devices as much as possible.

Some Scout leaders recommend that when a disabled youth joins a unit, the other members should be briefed about his disability and how they can help him. The briefing should occur when the Scout and his parents are present. This allows for the disabled Scout to have some input in his needs. Said one leader, "The leader should explain just how they're going to help the boy—on both sides of the problem—by being Scout-like and helpful and friendly, but not overprotective." The briefing is particularly important when the boy's disability is not immediately apparent, such as diabetes, epilepsy, autism, or heart disease.

This makes the other Scouts aware of the new Scout's capabilities and limitations and how they can be prepared to help if needed. At the same time it alerts them to the fact that in as much as possible, the youth should be treated the same as any other unit member.

12. Will He Hold Us Back?

By definition, a physically disabled youth is one who has some disability that makes it difficult or impossible for him to do some things that Scouts normally do. Unit leaders might occasionally face the question of whether to hold back the other youth to allow the disabled youth to keep up or let him work at his own pace while the others proceed at a faster pace.

Scouters don't agree on this issue. In general, they believe that, when possible, the physically disabled youth should stay with the group.

Said one leader, "I think I'd try to let the other boys go at their own pace and push the disabled boy to keep up. They're going to have to spend their whole lives in a world that doesn't wait for them, and the more we can expose them to that kind of situation without putting them under too much pressure, the better."

However, since success and achievement are just as important to those with physical disabilities as to others—in some cases perhaps more so because they might have fewer chances to achieve—the disabled Cub Scout, Boy Scout, or Venturer should not be placed in a situation where he is under impossible pressure to match the pace of others. It's a good idea to give the youth an assignment where he will succeed without too much pressure.

The solution could be to give the youth with a disability some part of a common chore or activity that he can do and thus remain an integral part of the group. For example, in a Cub Scout den preparing a pack meeting skit that requires ambulatory skills, a wheelchair user might be a director, prompter, or scene decorator.

In a Boy Scout patrol, the same Scout might not be handy at wood gathering or fire building, but he could help prepare meals. He might be a little slower and might require more time, but it is important to him, and to the others, that he pull his own weight within the unit whenever possible.

A youth in a wheelchair probably won't be able to keep up on a hike (although there are many examples of wheelchair users who have taken long hikes). Provisions should be made to get the Scout to the hike destination where he can join in whatever activities are planned there. There is no firm rule on the participation of a physically disabled youth in activities. As a rule of thumb, he should have a part in every chore and activity up to the limit of his ability. He should not be merely a spectator, unless his disability is so severe that he cannot participate at all.

13. Games and Contests

The same principle applies to games and contests. If a youth's disability does not put him at a distinct disadvantage, let him play games with the others. A youth with only one arm can probably compete on virtually equal terms with the others in such active games as tag. He might even excel in games that require some dexterity, like baseball.

Most physically disabled youth will not be able to compete on equal terms in active games. They can, however, participate as an umpire, a starter, scorekeeper, coach, etc.

In addition, semi-active games can be planned in which the youth's disability is no handicap. A youth confined to a wheelchair might hold his own in such games as table football, in which a team of two or three youth sit opposite another team at a table. A table tennis ball is dropped in the center. The object of the game is to blow the ball off the opponent's end.

If you are a leader of a unit with one or two youth with physical disabilities, do not try to limit the unit program to what they can do. Youth with disabilities must learn to accept their limitations about which nothing can be done.

Do try to involve them in all unit activities, even if it might be in a small way. You might be pleasantly surprised to find that challenging a youth with disabilities to do his share will make him exceed the "limitations" that you and others have prescribed for him.

14. Helping the Guy Next to You

For a Scout with disabilities who has been on the receiving end of support for most of his life, Scouting might be the first chance he has ever had to help somebody else and thus feel needed and useful, which is so important psychologically. These personal Good Turns happen extemporaneously and constantly, without contrivance and because of actual need.

15. The Youth in a Unit With Scouts Without Disabilities

"Once a week to go down to the basement Scout rooms of the church . . . to pass tests and to stand before a court of honor and receive a badge, to sing around a campfire, to help build a lean-to and to sleep on the ground—to participate, finally in all the romantic joys of that boyhood organization—all this was perhaps the most important single molding force of my life up to this time. To be disabled can be a lonely thing unless one finds a way to break through the wall of loneliness, and Scouting gave me the wedge to break it with," says author John McKee in *Two Legs to Stand On.*

Scouting in a pack, troop, team, or crew made up of youth with disabilities is essentially the same as in any other unit. The activities are usually the same, but the way they are carried out is sometimes different. The way in which it differs depends on the kinds of disabilities the members have. A special unit might include

- youth with a single disabling condition in a hospital or residential facility
- youth with a variety of disabling conditions in a children's hospital or long-term rehabilitation facility
- youth with a variety of disabling conditions in a unit outside an institution

16. Running Your Program

Most leaders of special units model their meetings and other Scouting events on suggested plans in leaders' handbooks. A den leader would use the den meeting outlined in the Cub Scouting literature and a Scoutmaster would follow the troop meeting plan as outlined in the Boy Scouting literature. Following these proven plans ensures that boys get a good, varied Scouting program.

There are three things to consider when working with special Scout units:

- The need (usually) to slow down activities
- The need to experiment, to find out what works and what doesn't
- The level of participation by boys could vary considerably

17. Slowing Down an Activity

A special unit inevitably will be slower in accomplishing things that require movement. This is particularly true if some of the boys are mentally retarded as well as physically disabled.

A Scouting skill that a boy without a disability might learn in ten minutes might take a youth with a severe disability several hours of constant repetition. Similarly, a game might last twice as long in a special unit.

So long as the leader is aware of the Scout's need for more time, his patience should not be tried. As one Scoutmaster said, "You know a disabled boy isn't going to leap up the stairs six at a time, and, once you've adjusted to that idea, it all assumes a new kind of normality."

In addition to the youths' relative slowness in physical skills, there might be delays in moving from one activity to another. It could take more time than usual to move from a game to a ceremony because of the time required to manipulate wheelchairs, braces, crutches, etc.

18. Trial and Error

Running a program for physically disabled boys (or in any unit, for that matter) takes experimentation. Some games and activities that look great on paper might not work in practice. Other activities that leaders try with small hope of success could work well.

Don't hesitate to experiment with new games and activities. When you find one that works, use it sparingly. As it is with any unit, constant repetition will dull the fun.

19. Participation Will Vary

The level of participation by Scouts in the unit will vary a great deal. Some disabled youth tire quickly; others might have a short attention span. Some will be fully engaged for as long as nondisabled youth would be.

Youth who have recently become disabled might need special encouragement because they might compare their performance to what they used to do.

You can expect a wide variation in degree of participation for any activity—don't be surprised. Curb any impatience you might feel for the slower youth and those whose interest flags. If you become impatient, some youth whose disability induces constant tension could become more tense, and their ability to perform might lessen.

20. Help From Parents and Others

Most leaders of special Scout units outside of institutions believe that parents should be called on for considerable help in Scouting activities. In many units, parents of severely disabled youth are present at all meetings and special events to attend to the physical needs of their sons.

In hospitals or other institutions for disabled youth, parents are not usually available, and necessary physical handling is done by staff personnel.

A few Scout leaders prefer not to have parents at Scouting events, in part because they believe the boys prefer it that way and are likely to develop more independence away from their parents. Often, however, in special troops, other parents assist Scout leaders with the physical handling required. Sometimes the parents would prefer to let someone else "take over" so that the youth gets used to others. And sometimes the parents need a break too!

In a special pack, troop, team, or crew there probably will be a need for someone to aid leaders. This is particularly important for hiking and camping, because one or two leaders cannot give the necessary assistance to 15 or 20 physically disabled Scouts.

If your unit needs additional help, a good source might be a nearby troop or crew. Aiding disabled boys in Scouting is an excellent Good Turn for other Scouts, and it should not be difficult to find them.

Excellent sources of assistance might be local units of Alpha Phi Omega, the Scouting service fraternity for college men and women; the Order of the Arrow, a national brotherhood of honor Scout campers; and the National Eagle Scout Association, an organization for Eagle Scouts. Check your local council service center for information about these groups and others, including the Disabled American Veterans.

Some special units also have nondisabled members. Not only can they assist adult leaders, but often are a source of youth leadership, particularly in a new unit of boys with disabilities that has not yet developed its own leadership.

21. Help With Personal Needs

A few disabled Scouts will require some assistance with their personal needs—dressing, eating, and/or toileting. Parents or hospital staff members will assist in most cases, but Scout leaders should be aware of what to do when they are not available.

The youth, his parents, or hospital personnel should be able to explain what aid is required. The leader must be told how often a youth who cannot speak should be taken to the bathroom and what assistance, if any, he needs.

Youth protection guidelines require that two leaders or a leader and a parent be present for all activities. This includes the type of help where some undressing is necessary. The "Parent or Guardian Informed Consent" form, which can be found on page five in *A Guide to Working with Boy Scouts with DisABILITIES*, No. 33056C, gives specific leaders permission for one-on-one with a Scout for physical health-care purposes.

At camp, a leader or an older Scout should be assigned to help youth who need assistance in eating if parents can't be there. The person assigned to the job should be familiar to the disabled Scout. Often a less severely disabled Scout can assist one who needs help at mealtime.

The helper should be aware of three things:

- Take special care with knives and forks if the youth has a great deal of involuntary motion.
- Use drinking straws to decrease spills.
- The youth should be fed slowly if he has difficulty swallowing.

22. Six-Point Plan for Success

Before considering some of the specifics of Scouting, here are six guidelines for success with disabled youth from a long-time Scoutmaster of 16 units and nearly 400 youth at the Elwyn Institute, Elwyn, Pennsylvania.

His six-point plan for success is directed to troops, but is equally adaptable to packs, teams, crews, ships, and groups:

1. Keep precise and accurate records, especially of advancement.
2. Use official Scouting equipment; it is the best available for camping and hiking.
3. Seek advice from leaders presently working with disabled Scouts.
4. Follow the program guidelines outlined in the official BSA literature.
5. Develop and use the patrol method (see the *Scoutmaster Handbook).*
6. Keep the "outing" in Scouting.

23. Hiking and Camping

Scouting means the outdoors. This is as true for physically disabled Scouts as for others. Disabled Cub Scouts, Boy Scouts, and Venturers should have plenty of opportunities for going outdoors with their units.

The values of hiking and camping are the same for both disabled and nondisabled youth. They learn the Scouting skills easily. They have fun in a new environment. But most important, they learn to live, work, and play together.

Hiking

Probably fewer special troops and Webelos dens hike than camp, because in many such units there is a high proportion of youth who use wheelchairs or cumbersome leg braces—traveling over rough terrain can be an ordeal for them. Nevertheless, most special troops and Webelos dens do hike, with the less severely disabled helping those in wheelchairs.

Experienced Scout leaders of youth with disabilities recommend

- there be an adult or nondisabled Scout for every two disabled Scouts
- hikes be relatively short (depending upon the capability of the hikers)
- hikes be on fairly smooth terrain, particularly when youth are in wheelchairs
- plenty of time be allowed because of the slower pace of the hikers
- hikers do not get too far from easy access to transportation in case any of them become fatigued

With these conditions in mind, a special unit hike can be like any other. The hike should have a point other than just walking, and some activity should be provided along the way and at the destination. See the *Scoutmaster Handbook* on hike planning.

Camping

Nearly all troops of disabled Scouts are perfectly capable of overnight and long-term camping, providing that the conditions are not too rugged. Facilities at most council camps can accommodate most special troops. But special factors must be considered. These factors concern the nature of the camp terrain and the architecture of its buildings.

Sand is the natural enemy of a brace or prosthesis—a few grains of sand will quickly ruin its ball bearings. Therefore, at a camp with a great deal of sandy terrain, prostheses will not function well. Rugged and rolling terrain can also damage braces and prostheses because of the jarring effect of moving up, over, and down repeatedly.

Many physically disabled youth have limited reserves of energy and might not function well in untamed and rough, natural environments. Therefore, physicians recommend that a youth who uses braces or a prosthesis and who is prone to quick fatigue should not attend a really rugged camp.

Ideally, a camp attended by severely disabled Scouts should have ramps as well as stairs for entering buildings, and toilet and bathing facilities should be within easy reach on well-lit, relatively smooth paths.

Preparing any unit for camp requires considerable planning by leaders and the unit committee. Good planning is even more vital for a special troop, crew, or Webelos den, because provisions must be made for their special needs as well as for the needs common to every camper. Many leaders of special units insist on a ratio of at least one adult for every two campers, so that the burden of moving the Scouts and their gear does not fall on just a few individuals.

Although a camping trip takes extra work, planning, and preparation, the rewards to the youth are well worth it. If most of them have learned the basic Scout skills, they should be able to set up and operate their camp just as a troop of nondisabled youth would.

A special unit camping in a council camp should be, and usually is, treated like any other. Most of its members can take part in usual camp activities, and as a rule Scouts with disabilities join eagerly in troop competitions in camp. The competition and the inevitable visiting between troops are often the most lasting and valuable results from camp.

In a local council camp, medical care is usually available on-site so that a leader need have no serious concern about emergency treatment for a disabled Scout. Most camps have a first-aid center with a nurse in attendance, and many have a physician on the staff. In camps where there is no resident physician, arrangements should be made with a nearby hospital to handle medical emergencies.

24. Good Turns

A Scout pledges to help other people at all times and to "Do a Good Turn Daily." For the average youth who takes these pledges seriously, it is not difficult.

But for a youth with physical disabilities who may have been waited on all his life, Good Turns open a new avenue of satisfaction; perhaps for the first time he has a chance to do something for others. For this reason, individual Good Turns and service projects by the Scouting unit are important to disabled youth.

A special unit can undertake almost any service project that a traditional unit can, although it might be necessary for leaders to give more assistance to the members.

Here are a few ideas for service projects:

- Planting trees along streets, in parks, or other public grounds
- Collecting food for the needy and arranging for distribution of Thanksgiving and Christmas baskets
- Making historical maps of your town
- Taking a census of public parks and trees
- Serving blind people as guides, readers, etc.
- Constructing nature trails in parks
- Cleaning community cemeteries
- Undertaking conservation projects
- Doing yard work on the grounds of the chartered organization
- Conducting flag ceremonies for the chartered organization's meetings
- Repairing the chartered organization's property or equipment
- Setting up window displays on traffic safety

25. Games and Sports

The *Troop Program Resources* and the *Cub Scout Leader How-To Book* contain games that all youth can enjoy. However, certain adaptations might be necessary for youth with disabilities in some of the more active games. Games involving a lot of running should be eliminated or adapted in some way. But the physically disabled youth likes his games to move fast, so the adaptations should still call for movement.

The following are a few games that have proven successful with Scouts with physical disabilities:

Tug-of-War—This can be played on the floor; include youth whose legs are disabled.

Stalking—Played in the woods. Players must have fairly good vision and be able to move on rough terrain.

Snake Swat—A long rope is "snaked" across the room. Two players are blindfolded, given a rag or newspaper swatter, and each guided to one end. On signal they begin crawling on all fours, following the rope with their hands. When they meet, they swat at each other with the swatter or rags. The first one to strike a blow is the winner.

Fox and Squirrel—Players are seated in a circle. Beanbags (or balls) are given to two players on opposite sides. One beanbag is the fox, the other the squirrel. The players pass the beanbags around the circle, with the fox trying to overtake the squirrel. The fox may change direction at any time, and of course the squirrel must change, too, to avoid being caught.

Ball Relay—Players are divided into teams and sit on the floor. Each team makes a zigzag line. The first player in each line is given a ball. On signal he rolls the ball to the next player in his line, who rolls it to the next, and so on. When the last player gets it he rolls it back to the one ahead of him, who rolls it to the next, etc. The first team to get its ball back to the first player is the winner.

Toss Relay—A circle about five feet in diameter is drawn about 10 feet ahead of each team. The first player on each team is given two or three beanbags, which he throws, one at a time, into the circle. A point is scored for each beanbag thrown into the circle. Each player throws the beanbags in turn. The team's score is the total made by all players.

Tetherball—This exciting game can be adapted for disabled Scouts in several ways. Youth in wheelchairs whose arms are not disabled can play the standard game if the rope is lengthened. Others whose arms are disabled can play by kicking the ball around the pole if the rope is long enough, or a lighter ball can be used and hit with the head or shoulders. A miniature tetherball set can be used indoors by youth with limited movement.

Team Sports

Physically disabled youth will be able to play most team sports if the rules and equipment are modified. Since the Scouts will enjoy the game most if it's not too different from the regular sport, make as few modifications as possible.

Modifications can be made along these lines:

- Substitute walking or "wheeling" for running.
- Reduce the size of the playing area (basketball court, baseball diamond, or tennis court) or the distance (horseshoes).

- Substitute bouncing or rolling for throwing or pitching a ball.
- Let other players run for those who can't, as in baseball.
- Substitute kneeling, lying down, or sitting down for standing (as in baseball batting).
- Allow the ball to be hit any number of times on one side of the net (as in volleyball).

Baseball—Plastic balls and bats are often used, and, of course, the diamond is usually much smaller for players with disabilities. Youth in wheelchairs can be wheeled to the bases or given a runner when they bat. Those who cannot use their arms to bat, throw, or catch can participate as coaches, base runners, scorekeepers, or umpires.

Basketball—Wheelchair basketball is commonplace, and teams of disabled adults have become quite famous through their exhibitions. However, severely disabled youth might find it impossible to play unless the baskets are lowered and a smaller ball is used. They could play variations of basketball such as "keep away," in which one team tries to keep the ball away from another.

Another successful variation is played with two ordinary bushel baskets or pails placed on the ground at the ends of the court. A goal is scored whenever the ball is shot into the basket and stays there without overturning the basket.

Balloon Volleyball—This variation of regular volleyball can be played by all but the most severely disabled, since the balloon ball travels slowly. The net is a string stretched across court about six feet off the ground. The serving line should be about six feet from the net. The court width might be as little as eight feet so that immobile players can cover it. (Caution: Many disabled youth are allergic to latex because of multiple exposures.)

Individual Sports

Scouts with physical disabilities will enjoy the individual sports offered at most council camps such as swimming, archery, canoeing, boating, fishing, and riflery. Although they might need some assistance, many youth with serious disabilities can take part in all these sports.

Normal safety precautions should be redoubled when Scouts with disabilities participate.

Swimming—Probably the best of all sports for Scouts with neurological or orthopedic disabilities. Many disabled people can achieve a level of success in swimming that may be denied them in other activities. The water itself offers them freedom of movement that they can find nowhere else.

Dr. Valerie V. Hunt points out, "The properties of water—the buoyancy, the viscosity, and the decrease in pull of gravity—assist weakened muscles to move joints, make the body lighter and easier to control, and make for body balance and stability. Distorted movements are so improved in water that often it is difficult to recognize orthopedic and neurological difficulties."

Because water temperature should be relatively high for many disabled swimmers, an indoor pool is usually best. Particularly for youth with some neurological or orthopedic disabilities, the temperature should be about 85 degrees. Even higher temperatures—the low 90s—are recommended for boys with cerebral palsy to allow their tense muscles to relax.

However, if the water is warm in your camp's pool or waterfront, they can probably swim there during the summer. Check with the youth's physicians on this point during the precamp physical examination, because requirements vary.

Because of their varied disabilities, no single method of learning to swim can be recommended for youth with disabilities. One might learn a passable crawl while another who has only one strong arm might be content with the sidestroke. Others whose legs are disabled might develop their own methods of propelling themselves through the water.

If you wish to secure expert instruction for your Scouts, check with your local council health and safety committee, merit badge counselors for swimming and aquatics, your local YMCA, or the local office of the American Red Cross.

The Safe Swim Defense plan must be observed at all times when Scouts are in the water. Particularly important is the buddy system, in which each Scout is paired with another in the water. They swim together, respond to the lifeguard's call of "Buddies!" together, and leave the water together. For full details about the Safe Swim Defense plan, see the *Scoutmaster Handbook* or the *Den Chief Handbook*.

26. They All Volunteered

"In our town a Memorial Day parade is held in which local organizations participate, including Cub Scout packs. The parade route is almost two miles long. Since Francis, one of the boys in my den, had hearing impairments and cerebral palsy, he couldn't

make such a march—but he sure wanted to. Our problem was solved by Scouts who provided him with a homemade cart," stated a former den leader from New York.

27. Leading a Special Unit

Boys with physical disabilities are real boys at heart. They find many ways of compensating for their disabilities.

Scout skills—what a Scout learns how to do—are important, but they are only one part of the advancement plan. Scouting concerns the total growth of the youth.

This growth is measured, to a great extent, by how the Scout lives the Scouting ideals and does his part in the troop or pack.

Some Types of Physical Disabilities

Cerebral Palsy

Definition of Cerebral Palsy. Cerebral palsy is a condition caused by damage to the brain, usually occurring before, during, or shortly following birth. "Cerebral" refers to the brain and "palsy" to a disorder of movement or posture. It is neither progressive nor communicable. It is also not "curable" in the accepted sense, although education, therapy, and applied technology can help people with cerebral palsy lead productive lives. It is not a disease and should never be referred to as such. It can range from mild to severe.

The causes of cerebral palsy include illness during pregnancy, premature delivery, or lack of oxygen supply to the baby; or it may occur early in life as a result of an accident, lead poisoning, viral infection, child abuse, or other factors. Chief among the causes is an insufficient amount of oxygen or poor flow of blood reaching the fetal or newborn brain. This can be caused by premature separation of the placenta, an awkward birth position, labor that goes on too long or is too abrupt, or interference with the umbilical cord. Other causes may be associated with premature birth, Rh factor or ABO blood type incompatibility between parents, infection of the mother with German measles or other viral diseases in early pregnancy, and microorganisms that attack the newborn's central nervous system. Lack of good prenatal care may also be a factor. A less common type is acquired cerebral palsy: head injury is the most frequent cause, usually the result of motor vehicle accidents, falls, or child abuse.

Incidence. Between 500,000 and 700,000 Americans have some degree of cerebral palsy. About 3,000 babies are born with the disorder each year, and another 500 or so acquire it in the early years of life.

Characteristics. There are three main types of cerebral palsy: spastic—stiff and difficult movement; athetoid—involuntary and uncontrolled movement; and ataxic—disturbed sense of balance and depth perception. A combination of these types may occur in any one individual. Other types do occur, although infrequently.

Cerebral palsy is characterized by an inability to fully control motor function. Depending on which part of the brain has been damaged and the degree of involvement of the central nervous system, one or more of the following may occur: spasms; tonal problems; involuntary movement; disturbance in gait and mobility; seizures; abnormal sensation and perception; impairment of sight, hearing or speech; and mental retardation.

The term "cerebral palsy" covers neurological conditions which are characterized by defects in muscle functioning. All these conditions involve brain defects or damage, which may have resulted from a developmental problem before birth or from damage either before or after birth. Only about 10 percent of the children with cerebral palsy acquired the defect after birth.

Cerebral palsy is not progressive. This means that the child will not get worse. In some situations, his condition may actually improve.

Nerve cells killed by a brain injury cannot be restored. If merely damaged, they might recover. Certain reorganizational capacities and compensations could occur with time and bring about partial restoration of the child's normal function.

No two children are affected in exactly the same way by cerebral palsy. Conditions range in severity from a few children who are completely dependent in every way—no speech or language—to some in whom the condition is hardly recognizable.

Nearly all children with cerebral palsy will have speech and language difficulties. First, there are difficulties caused by stiffness and in coordination of muscles in the jaw, tongue, and face, making it hard to form words.

Second, there is the more complex trouble related to injury of the speech formation centers in the brain. The child might have considerable difficulty in formulating and expressing speech, or the child might not be able to understand the meaning of sounds.

Youth with cerebral palsy also have difficulty with drooling. This is because the muscles that control swallowing are affected; swallowing becomes a conscious act that is hard to accomplish.

About two-thirds of children with cerebral palsy have visual handicaps, usually because eye muscles are affected. Many undergo surgery to correct the muscle balance and straighten their eyes. About half of the children with cerebral palsy have had one or more convulsions or seizures.

These youth usually take an anticonvulsant medication (normally a pill or solution) during the day. The Scout leader should know what the youth is taking, the dosage, how often it is taken, and that he has an adequate supply for the duration of his Scouting activity.

About two-thirds of all children with cerebral palsy have some degree of mental disability. It could range from mild to so severe that the child is completely uneducable, but the large majority of children with cerebral palsy are educable.

Progressive Muscular Dystrophy

The term "muscular dystrophy" encompasses a group of progressive muscular diseases. All are characterized by progressive deterioration of skeletal muscles, cause unknown.

Youth with any type of muscular dystrophy should not take part in Scout activities that result in excessive fatigue. They should not be permitted to become tired, but they should have some exercise, because inactivity results in further weakening of the muscles. The Scout's physician (perhaps through the parents) can advise the leader about the youth's capacities.

The most common and most serious type begins between the ages of 2 and 10, with weakness appearing in the muscles of the lower trunk, hips, and legs. The weakness progresses gradually up the trunk. Patients succumb to respiratory infection or to cardiac failure because the heart, a muscular organ, also becomes affected by the dystrophy. Death usually occurs before age 20.

Most boys of Scout age who have muscular dystrophy will have this relatively rapid progressive type. Scouting can be a tremendous influence in making their lives meaningful.

Progressive Muscular Atrophy

The term "muscular atrophy" covers a number of poorly understood neurological diseases characterized by either the failure to develop or the progressive degeneration of certain cells in the spinal cord. These are the cells that send out processes to the muscles and transmit electrical impulses which cause muscle contraction. The result is widespread muscle weakness.

Spina Bifida

Spina bifida is a birth defect characterized by failure of several vertebrae to develop and enclose the spinal cord. As a result there are two small spines, one on either side of the midline of the back, rather than one running down the center. There is more than one type of spina bifida.

One type can be detected only by X-rays and causes no disability. This type usually has no symptoms and remains undetected.

However, in about two of every 1,000 live births, the defect is so pronounced that a large, thin-walled sac containing a defectively developed spinal cord bulges out from the lower back.

Children with this latter defect (spina bifida minifesta) have variable degrees of weakness in muscles that are controlled by the part of the spinal cord which is defective. These children lose skin sensation in the same areas and lose bowel and bladder control. In about 75 percent of the cases, the children suffer some enlargement of the head because of increased fluid pressure in the brain.

Most of them undergo surgery to correct this, and by the time they reach Scouting age their heads likely will be proportionate to the rest of their bodies. Although the defect may have some effect on their intelligence, they probably will be able to compete intellectually with nondisabled Scouts.

Since the skin of their lower limbs is not sensitive to touch, pain, and heat, care must be exercised to avoid irritation or burns. At the end of Scouting activities, their feet and legs should be examined to see if there is any redness or for blisters from tight shoes or braces.

Urinary Problems. Youth with spina bifida cannot control their bladders because the muscles which expel urine do not receive normal stimulation from the spinal cord. Sensation of bladder fullness is also impaired. For these reasons, as the urine accumulates there is no sensation of fullness until pressure may force the dribbling of urine. The youth is normally taught to go to the bathroom at regular intervals and press the lower abdomen downward and forward to force the maximum amount of urine from the bladder.

Heart Defects

The human heart is a highly efficient muscular pump. In an average 12-year-old youth, it contracts 103,680 times every day, pumping more than sixteen hundred gallons of blood to all parts of the body. Heart disease in children generally takes one of two forms. The most common one results from a developmental defect, which diverts the bloodstream either into wrong channels or creates unusual resistance to the blood flow with a corresponding increase in the heart's workload.

The second type of heart defect results from flaws in the valves, usually from rheumatic fever. In recent years there has been a marked decrease of these cases because of closer attention to infection and prompt treatment. In other ways, youth with a heart defect might not be disabled and may appear to be as normal as other Scouts.

Limb Deformities

Limb deformities at birth are a relatively rare type of disability. Most involve the absence or partial development of one or more bones of the limb. There is a large variety of such deformities, since they could involve one or more of the four limbs in any combination.

Amputations. In addition to limb deformities at birth, there are similar disabilities resulting from amputation, either by surgery or serious accident. A youth who loses a limb (or part of a limb) could have the same physical disability as one who is born with a limb deformity. He is more likely to have a stronger emotional reaction during the period of adjustment to his disability.

Epilepsy

Definition of Epilepsy. According to the Epilepsy Foundation of America, epilepsy is a physical condition that occurs when there is a sudden, brief change in how the brain works. When brain cells are not working properly, a person's consciousness, movement, or actions may be altered for a short time. These physical changes are called epileptic seizures. Epilepsy is therefore sometimes called a seizure disorder. Epilepsy affects people in all nations and of all races.

Some people can experience a seizure and not have epilepsy. For example, many young children have convulsions from fevers. These febrile convulsions are one type of seizure. Other types of seizures not classified as epilepsy include those caused by an imbalance of body fluids or chemicals, or by alcohol or drug withdrawal. A single seizure does not mean that the person has epilepsy.

Incidence. About 2 million Americans have epilepsy; of the 125,000 new cases that develop each year, up to 50 percent are in children and adolescents.

Characteristics. Although the symptoms listed below are not necessarily indicators of epilepsy, it is wise to consult a doctor if you or a member of your family experiences one or more of them.

- Blackouts or periods of confused memory
- Episodes of staring or unexplained periods of unresponsiveness
- Involuntary movement of arms and legs
- Fainting spells with incontinence or followed by excessive fatigue
- Odd sounds, distorted perceptions, or episodic feelings of fear that cannot be explained

Seizures can be generalized, meaning that all brain cells are involved. One type of generalized seizure consists of a convulsion with a complete loss of consciousness. Another type looks like a brief period of fixed staring.

Seizures are partial when those brain cells not working properly are limited to one part of the brain. Such partial seizures may cause periods of "automatic" behavior and altered consciousness. This is typified by purposeful looking behavior, such as buttoning or unbuttoning a shirt. Such behavior, however, is unconscious, may be repetitive, and is usually not recalled.

Epilepsy is not a disease. Rather, it is a nervous system disorder due to an abnormal discharge of nervous energy in an injured portion of the brain. It could be caused by anything that damages nerve cells in the brain such as a blow, an infection, inadequate blood supply, metabolic defects, poisons, tumors, or kidney diseases. In most cases, however, the actual cause is unknown.

There are four major classifications, according to the EFA. In children, the most common forms of seizures are grand mal and petit mal. Grand mal and focal seizures require more attention. The four classifications are:

Grand Mal—Seizures are characterized by unconsciousness and convulsive movements; the person may utter a cry, fall, and jerk in all his limbs.

Focal—Seizures arise from discharges that are local-

ized in the brain and generally produce twitching movements in only one part of the body; seizures usually last only a few seconds.

Petit Mal—In a seizure, the person may stare blankly or blink rapidly; sometimes there are small twitching movements in part of the body; seizures usually last only a few seconds.

Psychomotor—Seizures may take the form of movements that seem to be purposeful, but actually are irrelevant to the situation, such as chewing motions or smacking of the lips.

In most cases of epilepsy, since the cause is unknown, treatment is aimed only at preventing major seizures. This is usually done with medication that must be taken regularly. By these means, the EFA reports, "In at least half of all cases, seizures can be completely controlled . . . (and) about another 30 percent of all cases can gain partial control."

If you have a Scout who has seizures, his parents or physician should tell you about his condition, to what extent his activities should be limited, and help you to preplan procedures in event of a seizure. For most youth, however, the disorder is not really disabling, and they can take part in most Scouting activities. Nevertheless, a Scout leader should be prepared to cope calmly with the situation.

If a Scout has a seizure:

- Gently move him to a side-lying position.
- Do not restrain his movements.
- Do not douse him with water or slap him.
- Do not place a finger or object between his teeth.
- Remove nearby objects that might injure him if he should hit them with his arms or legs.

Brain Damage

Sometimes a child has suffered organic brain damage, either before or after birth, but does not have an obvious motor handicap which could be called cerebral palsy. He is therefore classified as brain-damaged or brain-injured.

Outwardly he might appear quite normal; physically, he often is. He might, however, have seizures or convulsions as children with cerebral palsy sometimes do.

The brain-damaged child might have difficulties in comprehension, learning, behavior, speech, and hearing. In many cases, damage is not diagnosed for months or years.

Often the child is hyperactive, nervous, restless, and moves compulsively with no apparent purpose. He might have motor coordination problems that limit his functional activities.

Down Syndrome

Definition. Down syndrome is the most common and readily identifiable chromosomal condition associated with mental disability. It is caused by a chromosomal abnormality: for some unexplained reason, an accident in cell development results in 47 instead of the usual 46 chromosomes. This extra chromosome changes the orderly development of the body and brain. In most cases, the diagnosis of Down syndrome is made according to results from a chromosome test administered shortly after birth.

Incidence. Each year in the U.S., approximately one child in every 800 to 1,000 live births is born with Down syndrome. Although parents of any age may have a child with Down syndrome, the incidence is higher for women over 35. Most common forms of the syndrome do not usually occur more than once in a family.

Characteristics. There are over 50 clinical indications of Down syndrome, but it is rare to find all or even most of them in one person. Some common characteristics include

- poor muscle tone
- slanting eyes with folds of skin at the inner corners (called epicanthal folds)
- hyperflexibility (excessive ability to extend the joints)
- short, broad hands with a single crease across the palm on one or both hands
- broad feet with short toes
- flat bridge of the nose
- short, low-set ears
- short neck
- small head
- small oral cavity
- short, high-pitched cries in infancy

Individuals with Down syndrome are usually smaller than their non-disabled peers, and their physical as well as intellectual development is slower.

Besides having a distinct physical appearance, children with Down syndrome frequently have specific health-related problems. A lowered resistance to infection makes these children more prone to respiratory problems. Visual problems such as crossed eyes and far- or nearsightedness are higher in those with Down syndrome, as are mild to moderate hearing loss and speech difficulty.

Approximately one-third of babies born with Down syndrome have heart defects, most of which are now successfully correctable. Some individuals are born with gastrointestinal tract problems that can be surgically corrected.

Some people with Down syndrome also may have a condition known as "atlantoaxial instability," a misalignment of the top two vertebrae of the neck. This condition makes these individuals more prone to injury if they participate in activities which overextend or flex the neck. Parents are urged to have their child examined by a physician to determine whether or not their child should be restricted from sports and activities which place stress on the neck. Although this misalignment is a potentially serious condition, proper diagnosis can help prevent serious injury.

Children with Down syndrome may have a tendency to become obese as they grow older. Besides having negative social implications, weight gain threatens their health and longevity. A supervised diet and exercise program may help control this tendency.

Down syndrome children usually have mental disabilities, and some suffer from various physical disabilities. Children with this birth defect have slanting eyes, a broad, short skull, and broad hands with short fingers.

About 40 percent of children with Down syndrome are born with heart defects. Youth who have Down syndrome don't appear to have any other outstanding physical disabilities. They can walk and run without limping, but they are not well-coordinated and appear to fatigue easily. The Down syndrome child is usually well-behaved, responsive, and obedient, and a pleasant and happy youth.

Diabetes

This is the least disabling of all diseases for which there is no cure. An estimated 3 million Americans (children and adults alike) have it, although half of them don't even know it. The common symptoms are excessive thirst, copious urination, and hunger. There could also be weight loss, tiredness, itching, blurred vision, and skin infection.

Diabetes is a disorder in which the body fails to make proper use of sugar, and so the sugar accumulates in the blood and often passes in the urine. The cause is unknown, although it is often an inherited condition. If left untreated, diabetes can cause death.

Diabetes (Types 1 and 2) can be controlled by diet, medication, and exercise. For Type 1 diabetes, the medication given is insulin, a natural substance that is indispensable to the normal body. The diabetic patient injects himself with insulin by hypodermic needle. The Scout leader should learn from the parents if the boy is capable of administering the injection himself or what arrangements must be made to train someone else to help him.

The Scout leader should know the diabetic youth's diet, particularly on camping trips; whether the youth will adhere to the diet without aid; and his schedule for medication.

He should also know what to do if the Scout has an insulin reaction (insulin shock). This could occur if the youth takes too much insulin or does not eat enough after taking insulin, which will result in low blood sugar levels. Warning signals are shaking, weakness, fatigue, drowsiness, extreme hunger, and sweating.

A Scout with Type 1 or Type 2 diabetes will recognize the symptoms of low blood sugar and treat them by eating lump sugar or drinking orange juice. If he loses consciousness or can't swallow, call a physician.

H. Visual Impairments

There is a tradition in Scouting of extending a helping hand to others. This tradition is never more evident than in troops that serve boys with disabilities. In this case, the disability is blindness and vision loss. Does blindness create additional challenges for the Scout and his leaders? Yes. Can these challenges be overcome? No doubt.

Scouts who are blind have hiked and camped at Philmont, climbed mountains, and advanced all the way to Eagle Scout, things that some of their sighted friends may not achieve. Sighted Scouts cannot do every Scouting activity, and neither can every visually impaired Scout. The question that every blind Scout and his leader should ask is not "Can I do this activity?" but rather "How can I do this activity?"

A helping hand, in the way of patience, encouragement, and recognition, is all that blind Scouts need to participate fully in the Scouting program. There are also many resources that will help blind Scouts meet the requirements for advancement. Basic literature is available for them in Braille, large print, and audiocassette recordings, and special flags and compasses can be obtained.

Leaders, too, need a helping hand. This segment is for boys with visual disabilities, but it is not directed to them. It is directed to their leaders and potential leaders. All too often, a boy is denied Scouting because his leader is unfamiliar with solutions to the problems stemming from his disability. This segment will help leaders understand and teach visually impaired boys. It is correlated with the latest edition of the *Boy Scout Handbook.* Specific suggestions for advancement are outlined, as well as organization and group activity advice.

The object, of course, is to serve boys—more boys—and to make them better Scouts through better training of their leaders. No boy should be denied Scouting because of a lack of trained leadership.

1. The Scouting Challenge

Scouting can challenge a boy's spirit like nothing else. The quest for adventure, the satisfaction of learning new skills, and the pride in accomplishment—these are the same for all boys. And all boys have different interests and abilities. Keep in mind that every Scout will excel in some areas and not in others. The same is true for blind Scouts. What is important is that they be given the opportunity to try.

If there were ever anxieties about boys with visual impairment being in Scouting, these anxieties were long ago put to rest. The boys, themselves, did it. Many met exacting requirements, such as those for the Cooking merit badge. A boy in California earned the Eagle Scout Award with Bronze, Gold, and Silver Palms. He is totally blind and deaf. And if this one feat sounds unique, consider that Cub Scouts, Venturers, and other Scouts have attained similar heights.

Consider what this means: Boys with visual impairments are more like other boys than they are unlike them. Being alike is especially important to the Scout-age group; and this is why the Scouting policy is firm. The policy is to keep the advancement standards, the awards, the program, and the activities the same for all boys. No boy should be tagged as different because of a different program, set of rules, or advancement test. The youth handbooks are flexible. They allow all boys to be treated as individuals, and to pursue activities that interest them. The important thing is to provide a good experience for all Scouts.

2. Follow Practical Advice

Practical problems do exist for Scouts with visual impairments. It is one thing to say "Scouting is for all boys." It is quite another to make it work—to recruit and then to help the boys to advance and participate in unit activities. There are some big questions. How is it done? What modifications of teaching a skill are necessary? How can a place be found for the visually impaired boy? Will his placement in the unit be productive for both him and the unit?

Successful leaders have an answer to all such questions. They say the disability can be overcome, like any obstacle, with diligence. A boy with a visual impairment is a boy with an individual difference, nothing more. His leader's attitude affects his attitude. If a leader is convinced that the task is impossible, the boy will soon lose confidence and be hesitant to try anything new. If, on the other hand, the leader is willing to let the blind Scout try—and works with him to meet the challenges—there is virtually no limit to what the Scout can achieve.

3. Discard Old Notions

It is important to discard old notions about the limitations of blindness. Preconceived ideas get in the way of important and otherwise obvious truths. The old notion that blind boys are helpless is false. Moreover, they are interested in Scouting for the same reasons as any other boy—fun and adventure.

Another incorrect notion is that a boy's disability is more extensive than it is. One might tend to attribute poor coordination and balance to blindness, when in fact the boy has not had the physical experience necessary to attain control.

A blind boy's knowledge of objects may be limited. He might not have felt it or listened to it or smelled it or, perhaps, tasted it. In physical capability, finger dexterity, and coordination, the blind boy's disability may be a limitation because of lack of experience, but it is not necessarily prohibitive. Given encouragement and plenty of opportunities to try, blind Scouts will gradually develop competence in many areas.

4. Sense Compensations

Blind boys see neither smiles nor frowns (a "smiling" face may have a "frowning" voice). His lack of interest in Scouting may be because he does not sense the fun, adventure, and accomplishment that other boys derive from the program. A sighted boy may gain these things from color pictures, posters, or displays. A sighted boy may see an Order of the Arrow performance and associate it with the television shows he has seen and the many, many movies

and books on pioneer culture. Contrast these sights with the mere sounds that a blind boy hears.

A sighted boy's view of Scouting through *Boys' Life* and the *Boy Scout Handbook* is one of smiling, happy Scouts, running and playing enthusiastically. It correlates with the real Scouts he sees. Boys who are blind may not grasp the fullness of this concept. The spirit of Scouting may have to be stimulated through verbal descriptions and tactile aids.

Keep the Scout's attention by recognizing him for what he has done. This will encourage him to move along, proving to him that he can participate fully. Just as often, though, a boy who is blind can be encouraged by a pat on the shoulder and the leader's reassurance.

5. Intelligent Discipline and Safety

Safety rules must be stressed with all Scouts, and boys who are blind are not exceptions. Every boy must understand the reasons for safety rules if they are expected to follow them.

Self-imposed discipline is the ideal. It is based on the boy's attitude, and the leader can help the boy develop the right attitude about safety. To understand the need for safety, a boy must recognize that the victim suffers. He must understand, as well, that accidents from carelessness and ignorance affect others. Realizing that every person is responsible for his own safety, a Scout is more likely to learn to be careful. That is the basis for intelligent discipline.

6. Choose the Right Unit

Once there was a confused and disappointed Scoutmaster. He could not understand why the father of a blind Scout wanted to transfer his son to a new unit that had been specially organized to serve the visually impaired boys.

"Why?" he asked. "Henry is doing great! He seems happy and enjoys the troop, in another month he'll make First Class. He's the most popular member of our troop. The kids love him!"

"That's part of the problem," replied the dad. "The other Scouts do too much for him. Henry must learn how to do more for himself and be on his own."

This situation may happen infrequently, but the problem it represents is a common one. It happens all too often with boys who are blind in troops with sighted Scouts, and in special troops with overprotective Scouters.

Should a boy who is blind belong to a regular Scouting unit? Or would he be better helped as a member of a special unit, organized particularly to serve Scouts with visual impairments?

The members of the unit without disabilities must understand the full potential of the Scout with disabilities. They need to realize they must not help too much, they must not do things for the boy that he can learn to do for himself. Sighted people, though well-meaning, sometimes have a tendency to do too much for the blind.

In Scouting, this tendency denies the Scout a learning experience and, with it, the feeling of real accomplishment. He needs opportunities to do things for himself and others. This is true in both group and individual activities. Skills, for instance, must be taught by doing rather than just explaining. Then the skill should be taught by the blind Scout to another Scout. Blind Scouts must be allowed to learn, achieve, and lead. This is Scouting at its best.

7. Leadership Demands in Mixed Units

While leaders must be enthusiastic about helping disabled youth, they must, at the same time, fully appreciate the special demands that will be made on their patience, understanding, and skill. One or two boys who are blind in a unit of sighted Scouts do not require an increase in the number of adult leaders, provided that the number of boys in the unit is reasonable.

A leader with some idea—from experience or training— of the potential of boys who are blind is desirable. Even more important, the leader should understand the background, nature, and extent of each boy's blindness. He should also take the time to get to know each boy's personality.

The legal definition of blindness is 20/200 vision or less in the better eye with glasses. Under this definition, a blind Scout may have impaired, but useful, vision. It is often difficult to explain exactly what a boy can see, even for the boy himself. He may say he sees an object, but what he sees may be quite different from the details others perceive when they look at the object.

Ask the visually impaired Scout to describe what he sees. Do not ask how much he sees. An individual's visual acuity may vary a good deal under different conditions.

A blind youth's first experience with Scouting will require more individual supervision than he will require later. One or two such beginning Scouts

are all that an individual leader should undertake at a time. With the more advanced Scouts, however, one person can handle four to six blind boys. This includes practice in such skills as fire building, provided the Scouts show reasonable ability and that ordinary safety rules are observed.

There can be a problem with too many adult leaders, just as there are problems with too few. It is particularly important in a troop well supplied with leaders that they instruct and not take over things the boy can do for himself. A Scouter is often helped by observing blind children in instructional situations where they are performing skills that are similar to those asked in Scouting requirements. Leaders can then grasp firsthand the desire and capacity for real achievement that blind Scouts demonstrate.

Sighted members of the unit must be helped to understand their responsibility to be friendly, kind, and helpful—not overprotective. The usual experience is that sighted members of a group are so eager to help that limits to their assistance must be set.

8. Special Units

Some leaders who have had experience with blind Scouts believe that a better program can be carried out in a unit formed especially for them. This is especially practical for boys at a residential school for the blind. Just because they are members of their own special unit, however, does not mean that they should miss out on helpful interaction with sighted boys. Some troops at residential schools place their more capable Scouts in regular units in the local community.

The attitudes of the Scout leaders toward blindness and visual impairment are far more important than whether the Scout is in a residential school unit, in a unit of Scouts with various disabilities, or the only Scout with a visual impairment in a regular Scout unit. An honest opportunity to master the Scouting skills himself is what every Scout needs.

9. Boy Scouting

At his first troop meeting, have the blind Scout come early and walk around the room or rooms and halls with you. While he runs his hand along the wall, tell him about the doors, windows, corners of furniture, and other obstacles as he observes them tactually. Traffic noises, etc., will help orient him to parts of the room, patrol corners, etc.

When introducing a blind Scout to his patrol, have each boy say his name, where he lives, and something about himself. He will get to know quite a few by their voices and manner of speaking, but many voices sound alike when just saying “Hi” or making a brief comment.

Personality or behavior problems are too often excused or blamed on blindness. A blind Scout needs to be a cooperative member of the unit and blend into the patrol and troop activities, as much or more than the average Scout. As the boy who is blind gains confidence in you and some of the boys in the troop, his own self-confidence and progress will improve.

10. Trial and Error

There is no one way to teach blind Scouts. There are many ways. If the first approach fails, the boy may think of another way that will get it across. He may ask another blind Scout to show him how he performs the skill.

Whatever sight the boy may have should be used, while also employing his sense of touch. The boy should become familiar with the procedure of placing his hands on those of the leader as he performs the operation. Then the boy should go through the operation with the leader’s hands guiding his. These tactual methods also prove helpful in teaching sighted boys.

The visually impaired boy’s schoolteacher may be able to offer guidance on how he accomplishes things in school and on the playground.

Do not be disturbed by the use of the words “look,” “see,” “saw,” etc., as they mean “to observe.” The Scout who is blind can observe (“see”) odors, sounds, physical characteristics, and taste.

The blind Scout may have sat near many campfires and barbecues and may be able to converse well about them, but he will need some practice before he can acquire the skills of fire building, cooking, or pitching tents. Demonstration, with his hands on the leader’s and then the leader’s hands on his, is important. Following such an introduction to the mechanics, the boy should perform the skill several times until he gains a degree of competence. Then he is prepared to pass his test in the skill. The Scout should pass such tests by demonstrating his skill to someone other than the person who taught him.

11. Group Activities

Scouting group activities, whether in Cub Scouting, Boy Scouting, or Venturing, present less difficulty and require less in the way of guidance than

the Boy Scout advancement program. There are, however, some activities, games, or ceremonies that the blind Scout cannot participate in without special instruction. If the game calls for a blindfold, use it on the blind Scout, too. Sometimes, play the game on a very dark night or in a dark basement with the window covered.

The blind person is capable of learning to do more than sighted people often expect. The misconceptions of sighted people can limit the visually impaired more than their blindness does. If a blind Scout would like to do something, let him try. The blind Scout knows more about blindness than you do. Don't limit him.

The visually impaired Scout must have a responsibility in his or her unit. Youth with disabilities should understand their role. They are not guests; they are part of the brotherhood. Obligations as well as privileges go with this role. The blind Scout, as any other Scout, should be given opportunities for leadership and the satisfaction of leading well. Like all other leaders, he should wear the proper badges of office.

Visually impaired adults are potential Scout leaders for boys with the same disability. They can do a great job.

Across the nation, visually impaired Scouts amaze others. At camporees they compete on equal terms with sighted boys. They attend the council long-term camp and participate in all activities, including one troop's idea of a special adventure—a white-water raft trip down a California river.

A blind den leader has served not one, but three Cub Scout dens whose members were all visually impaired. Much sought after as a handicraft instructor for other den leaders, she helps the young members of her den with various craft projects during the Cub Scout leaders' pow wow. She has proved her overall capability in leadership by her special guidance with handicrafts.

Just the fact that a person is a blind adult does not necessarily make that person an expert on what a blind Scout can do. Their experiences may have been restricted and fear-filled. Success or competence in one area does not necessarily indicate practical experiences in other areas. A sighted Scouter, experienced with the blind, may also have "blind spots" regarding the capabilities of blind Scouts. Recognize your own limitations while striving to gain more insight into helping Scouts who are blind.

Camping. One of the main appeals of Scouting is the outdoor opportunities. They give a boy a chance to do things for himself—pitching his own tent and cooking meals over a campfire he helped build. The blind Scout needs several of these experiences to develop confidence. Teaching the blind boy camping skills takes longer than doing them for him; but one is of value, the other is not. Individual instruction prior to a campout will give the boy the skills he needs for a happy camping experience.

Pitching a Tent. The visually impaired Scout can practice tent pitching in a schoolyard, nearby park, or his own backyard. First he should assist another Scout with all of the steps of pitching a tent. Then he should find a level spot suitable to pitch a tent, smooth the ground, check the wind direction, and pitch his own tent in practice sessions until he becomes competent.

After a few experiences he should teach another Scout how to do it, tactually observing the progress of the Scout. He should practice rolling up or stuffing his sleeping bag, first indoors, then outdoors, where sticks and dirt must be brushed off. Previous experiences at home in making his bed will be helpful in learning the manipulation necessary to spread the ground cloth, getting in and out of the sleeping bag, folding the tent, etc.

Square bottom tents may be easier for the blind Scout to put up and fold up independently. If these skills are not adequately taught beforehand, details will be easily forgotten in the excitement of being with a group outdoors.

Teach the Scout to pack the tools and utensils he will need to prepare a simple meal and have an adequate campsite. He should pack and repack until he recognizes all articles and can find them in his pack. It is his responsibility to take care of his personal items. He should carry up to one-fourth of his weight. If he seems too weak for this, get him started on the Physical Fitness merit badge.

Whipping. To keep a rope from unraveling, a Scout should learn the whipping method shown in the *Boy Scout Handbook*. A good system for teaching this method is to demonstrate it using large-scale simulated materials. Details can be better inspected tactually when using large materials. Use thick rope to demonstrate, with the boy's hands placed on yours. As you show the boy what to do, give detailed directions.

Then have him try it. After making a few whippings without help on oversized materials, the Scout should change to regular rope and whipping cord.

Tying Knots. Blind Scouts can learn to tie knots by tactually observing another person slowly tying a

knot. Usually a blind Scout learns to tie knots faster by holding the ropes himself. He can then receive guidance on each move. If, after many tries, the Scout fails to understand the knot, two pieces of different textures may be used.

This will help him follow the course of each piece through the knot. The troop meetings should provide opportunities for the repeated use of common knots. Much repetition will ensure that the skill will be remembered.

Visually impaired boys vary in their capability to use their fingers just as sighted boys. However, poor facility may have come, in part, from the lack of normal experience. A fast improvement can be expected when experience is gained, up to the boy's natural capability, of course.

Lashing. Once the Scout has learned to tie the knots, he should be able to learn to lash. He should demonstrate the lashings more than once before passing the requirement.

Citizenship. The unit may wish to purchase a textured United States flag. This is especially recommended when a troop has several boys with visual impairments. Sometimes textured flags can be borrowed from a residential school for the blind or from a public school with blind students. Blind Scouts can learn to fold a small textured flag before using the larger flags. They can tactually observe the various positions and ways of displaying the flag that are illustrated in the *Boy Scout Handbook*. One of the Scouts may want to make a model of a flag.

Flags with parts that have been sewn together are suitable for tactile observation. A visit to a museum may add to a historical understanding of the flag. Diagrams of United States flags that were important in history will be found in the *Boy Scout Handbook* in Braille.

In pledging allegiance to the flag, the Scout who is blind will have to be told the direction he must face by the buddy next to him.

A blind Scout should also have opportunities to give to others, especially in giving needed service. Help the blind Scout find projects he can do that will help others, such as teaching other boys a skill he has learned, helping to clean up a vacant lot, helping wash cars, working on conservation projects, working on Scouting for Food, or being on a first aid or safety demonstration team.

Nature. Be sure that every Scout understands and agrees to follow the Outdoor Code. The portion of the code dealing with fire safety should be emphasized to the blind Scout.

Sound is the easiest way for a visually impaired boy to identify wildlife. He can learn to identify bird-calls, records of which are available from your local library. With training, the presence of some animals may be detected by smell, hoofprints, or nests, etc. Trips to museums can help him to identify birds and animals.

Many blind Scouts enjoy fishing, and fish can be identified by touch. The boy should feel the fish from the head toward the tail to prevent being stuck by a sharp fin. A shell collection will help with identification of shellfish.

Help the blind Scout make plaster casts of bird and animal tracks. This casting may later be used to make new tracks by pushing it into clay or soft dirt. An isolated track is quite meaningless to a blind boy without a concept of the creature that made it.

Do not take for granted that the blind Scout knows the size and form of wildlife. Place his hands on museum specimens of live creatures with similar size and form; a visit to the museum with an adult can give him firsthand experience with animals, birds, and their characteristics.

An adult with one or two boys can usually arrange a time with the curator of a museum so that the blind Scout can carefully examine the animals and birds tactually. You must be sure he is careful not to damage the specimens. If he moves his hands slowly from head to tail, he will not damage fur or feathers. Slide the Scout's hands over the general contours, then allow him freedom to examine the creature without interference of his movements (unless he becomes careless). As his hands move over the specimen, mention the colorations. Compare the specimen to animals that are somewhat similar in coloration, form, or texture.

Leaf and bark collections can help blind Scouts identify trees by touch and smell. The feel of the bark, leaves, flowers, fruit, and seeds, together with their placement, can give the blind Scout a good indication of a tree or shrub's characteristics. Pinching a leaf or stem often brings out the scent of a particular plant. The sense of taste also may be used where it is practical. Remember that the season of the year changes the texture, taste, and smell of plants, as well as their visual appearance.

A blind Scout should learn to describe poisonous plants of his region accurately and should compare them with similar nonpoisonous varieties. The Braille edition of the *Boy Scout Handbook* has raised-line drawings of poisonous plants. Plastic models can also

be secured. Remind the Scout that plants will change during different seasons of the year.

First Aid. Visually impaired Scouts should become experts in dialing telephones. They should learn to give accurate, specific directions.

Drill all of your Scouts on situations requiring first aid, so they can treat for serious bleeding quickly, practice rescue breathing, and apply sanitary, neat bandages. Be sure that each Scout gets experience giving first aid and that the blind Scout is not always the patient.

It is especially essential for Scouts who are blind to demonstrate first aid. They must be taught to show minor wounds to sighted persons for their visual description. The average blind person has fewer accidents than the average sighted person, but when they happen or when he is at the scene of an accident involving others, he must know what to do. Blind Scouts need experience in each first aid treatment.

In practice, use strips of tape and makeup wax to simulate wounds. They may be put on the "victim's" limbs or some other part of the body.

Be strict in teaching first aid correctly and thoroughly. Your blind Scout may be the only one present in an emergency who can give or direct lifesaving first aid. Repeated practice and practical experiences are necessary to develop competence. Teaching another Scout a skill is an excellent experience for any boy, especially the Scout who is blind, as this helps the Scout who is teaching to understand the skill better.

Hiking. Hiking is an excellent activity for visually impaired boys. When hiking, the visually impaired Scout should be made to feel confident. He must learn that he does not require special safeguards and that all boys take safety precautions. A sighted person, however, should guard him against poisonous plants and other hazards. At this point, a good leader may wish to describe some of the fun things of a hike, remembering that his visually impaired Scout does not see the hiking photos in the *Boy Scout Handbook*, promotional posters, and TV announcements. The planning and anticipation of a hike can sometimes be as much fun as the hike itself.

Opportunities to handle objects along the trail can add greatly to his enjoyment, and he can learn trail markings and such things as leaf and plant formation. He can use his senses of smell and hearing to great advantage, becoming more aware of wildlife and smells of certain trees, berries, and flowers.

When relying on another boy for orientation, the blind Scout should grasp his sighted friend's arm just above the elbow.

The natural movements of the guide's body will clue the blind Scout to changes in the terrain. When walking beside or behind the guide, the Scout who is blind should move on his own power, in light companionable contact with the guide, never pulling back. There seems to be a natural tendency for the guide to grab the blind person and pull him along. This is an awkward and unsafe method.

A stick 3 to 7 feet long is sometimes helpful for the Scout to use to explore the path ahead. When the ground is rough or the path narrow, the same stick can be held by the blind Scout and the boy ahead. A short piece of rope or sleeves of a jacket can also be used to keep contact. For steep climbing, the blind Scout may wish to place his hands on the hips of the guide; descent is made with his hands on the guide's shoulders.

Independence in travel should be stressed by helping the Scout become aware of variations in the slope of the land and in scents and sounds. These can serve as landmarks to the blind. In town, stores and businesses have distinctive odors and variations in sound. Large mailboxes, shrubbery, the slope of the curb, driveways, corner posts, changes from blacktop to concrete, brick, gravel, dirt, and grass are all helpful landmarks.

Use the sun's warmth, wind direction, business sounds (such as construction, factories, freeways, and flight patterns), as well as sounds and smells of nature in developing a sense of direction. Impress upon the Scout the elements of a safe hike, including the buddy system, and explain what to do if he and his buddy get lost.

Using Maps. A blind Scout should learn printed map symbols and legends so that he can direct an uninformed person to find a given location on a printed map. He should become familiar with many maps. His school will have tactual globes, puzzle continents, and Braille maps. Relief maps of parks and highways can be borrowed from forestry or highway departments.

Tactual models of printed map symbols can be made from clay, aluminum foil, chenille stems, and wire or string that has been glued to a piece of paper, cardboard, or wood. Writing with a ballpoint pen on cellophane laid on a smooth rubber pad will produce lines that a boy can observe tactually.

Using these methods and materials, the blind Scout should be able to make a map of territory

familiar to him that he can read and follow. Braille letters or other symbols should be glued or stapled to the map so he can orient his map with the compass and then read and explain it.

Compass Skills. A simple model of a compass can be made by fastening a cardboard "needle" so that it pivots on the bottom of an inverted paper plate. The eight points can be notched or stapled. This can help teach the relationship of each of the eight points of the compass to the others. After he reviews the *Boy Scout Handbook* section on the compass, have the Scout face north with his paper-plate compass and show you what he knows. Directions can be more meaningful if the Scout steps off three paces toward each point as you call it off. The Scout should then learn to turn and face each of the eight points without having to refer to his paper-plate compass.

Crossed sticks or heel marks on the ground can also be used to teach the relationship of the eight directions of the compass. Tell him the directions to familiar streets, stores, or rooms. Explain the directions in which familiar streets or bus routes run. Ask him questions such as "What direction do you go to get to the nearest drug store from here?" Awareness of changes of directions as you are hiking helps greatly in developing independent mobility later.

An awareness of the direction of the warmth of the sun related to the time of day will also give the Scout clues about directions.

After the blind Scout understands the points of the compass, he is ready for the Braille compass. The Scout can use the directional compasses that can be audibly "read." Directional compasses can be purchased from the American Foundation for the Blind, or it may be possible to borrow one from the Scout's teacher.

The compass is a delicate instrument, and the Scout must learn to handle it with care. It is an accurate and useful tool. Practice in finding directions and in using the compass can be worked into patrol games and is helpful in developing personal responsibility and confidence as well as skill. These games should not be based on speed, since accurate use of these compasses takes more care and time than is required with an ordinary compass.

After the blind Scout has properly taken his personal measurements as described in the *Boy Scout Handbook,* he can, with practice and experience, use the Braille compass and the map together.

Physical Fitness. There should be no problems with the physical fitness tests since the boy establishes his ability on the first test and then repeats this effort for 30 days. Retesting is done to measure improvement. Care must be taken to be sure that running takes place in a safe area with another person running alongside for guidance.

Swimming. While there is nothing in the swimming requirements that a healthy blind Scout cannot accomplish, care must be taken to orient him to the swim area. He should have a thorough understanding of obstacles, depths, and boundaries. A Scout may need to observe by feeling another person make proper arm and leg movements. Have another person physically move the arms and legs of a Scout who is learning proper form.

A radio playing on the dock or edge of the pool will help a blind Scout know the direction to safety. Skill can be acquired, although swimming requirements can be waived by the troop committee for medical or safety reasons.

12. Merit Badges

Most of the merit badges are extensions of the elementary skills discussed in this segment. A blind Scout cannot earn every merit badge. Neither can the sighted Scout.

There are sufficient options in the required merit badges that a boy with a visual impairment should be able to achieve Eagle Scout with no problem.

Scouts should be challenged to meet the requirements for rank advancement as stated in the *Boy Scout Handbook*. In some cases it is impossible for Scouts with severe physical or mental disabilities to complete merit badges required for the Eagle Scout Award. In these special cases, the Boy Scouts of America authorizes the use of the Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730.

If a unit leader, after consultation with the Scout, his parents, and his physician, believes that the alternative requirements should be considered, he may secure an application from his local council service center.

13. Additional Opportunities

Visually impaired Scouts have taken the regular 10-day pack trip through the rugged mountains of Philmont Scout Ranch in Cimarron, New Mexico. The Tooth of Time has been climbed by a totally blind person, and visually impaired Scouts have participated fully in many other high-adventure activities. At jamborees, these boys have shot on the archery range and run the obstacle course.

Sighted Scouts cannot do every Scouting activity, and neither can every visually impaired Scout. Please don't rule out the activity because you don't think

the Scout can do it. Ask the boy how he thinks he can do it. Talk to others in the field; don't grab onto the negative, but concentrate on the positive. Try related activities with the Scout. If you must finally say no, say it only for right now, and give the Scout opportunities to develop his skills and strengths for another chance in the future. Many blind people are doing things every day in their regular activities that seem totally impossible to others.

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

The Order of the Arrow, work parties, Indian dances, national meetings, and advancement programs have had full participation by Scouts who are visually impaired. Being a den chief, attending regional and national jamborees and camps, completing the mile swim, and taking 50- to 80-mile mountain pack trips give Scouts who are visually impaired excellent opportunities to be a part of the whole gamut of Scouting experiences. These opportunities to be of service to others; to improve skills, self-image, and character; as well as to develop friendships are invaluable to a visually impaired boy.

There is no one way to conquer the challenges of Scouting, unless it is with an open mind and persistent effort until each task is accomplished.

I. Cognitive, Intellectual, and Developmental Disabilities

(We have used all three of the terms mentioned above because they are all used in parts of the country by different organizations to describe how to work with youth with this disability.)

1. Should the Term "Mental Retardation" Be Used?

Background

According to the American Association on Intellectual and Developmental Disabilities, "mental retardation" is a disability that occurs before age 18. It is characterized by significant limitations in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

It is diagnosed through the use of standardized tests of intelligence and adaptive behavior. The AAIDD points out that both functioning and adaptive behavior are affected positively by individualized supports.

Today, the term "mental retardation" is identifiable and easily understood by members of the general public, the media, potential funders, administrators, the medical community (doctors), public schools, and policy makers. These individuals may not know that the term "mental retardation" is offensive and considered to be outdated by self-advocates and their loved ones.

It is also important to note that the term "mental retardation" offers special protections in key areas of federal and state policy (i.e., death penalty cases, SSI, Medicaid). The fact is, the term "mental retardation" is an eligibility requirement for supports and services.

The term "mental retardation" is also offensive to many people. It is stigmatizing and inappropriate. Some individuals feel that the term, similar to the term "retarded" or "retardation," minimizes the existence of certain individuals by classifying them into a separate and inferior class.

It is a term that is outdated and infuriating to members of the disability community. In an effort to respond to the voices of its constituency, The Arc of the United States removed the term "mental retardation" from its mission statement in 2002 and replaced it with the phrase "people with cognitive, intellectual, and developmental disabilities." The Arc of the U.S. communicated to its membership that the change in terminology does not change its commitment to the people they have traditionally served.

Today, The Arc of the U.S. does not encourage states, officials, families, or individuals to use or promote the term "mental retardation," although the organization continues to use the term "mental retardation" when no other suitable substitute is appropriate. It is also important to note that The Arc of the U.S. will not pursue terminology changes in federal statute, citing that special protections in federal statute are essential.

The information below has been provided by The Arc, a national organization working with people with cognitive, intellectual, and developmental disabilities.

"**Position.** After careful thought and consideration by our volunteer leadership, it is the position of The Arc of Texas to continue to use the term 'mental retardation' whenever necessary until another equivalent term or phrase is identified and defined, and used in state and federal law.

"**Rationale.** The volunteer leadership of The Arc of Texas recognizes and understands that the term 'mental retardation' is offensive, stigmatizing, and

inappropriate. Even more appalling is the use of the term 'mental retardation,' not for diagnosis, but for prognosis of a certain individual. At the same time, The Arc of Texas recognizes and understands that the term 'mental retardation' offers special protections in state and federal policy and has a clear and recognized meaning in the professional community.

"For many years, advocates at the local, state, and federal levels have struggled to find a new, yet equivalent, term to replace the term 'mental retardation.' Time and time again, efforts have proven ineffective. Today, organizations such as The Arc of the U.S. use terms such as 'intellectual disability,' 'cognitive impairment,' and 'developmental disability' to refer to individuals who have a condition known as 'mental retardation.'

"The concern of The Arc of Texas is that the various terms being used to refer to 'mental retardation' are not adequate. The terms, as listed previously, have different meanings. Some terms are broad and encompass multiple conditions, and others, such as in the case of the term 'intellectual disability,' have no meaning since the term is not officially defined by a medical or psychological association.

"It is the goal of The Arc of Texas to respond to the wishes of its constituency. However, the volunteer leadership of this organization feels it is critical that The Arc of Texas respond to our constituency in a responsible and rational manner.

"To this end, it is the position of The Arc of Texas to continue to use the term 'mental retardation' whenever necessary until another equivalent term or phrase is identified and defined. Furthermore, The Arc of Texas strongly encourages The Arc of the U.S. to: (1) communicate our concerns to the appropriate entities, such as medical and psychological associations, without delay; and (2) lead a campaign to identify, develop, and define a new term to replace the outdated term 'mental retardation,' so that this conflict is resolved promptly, responsibly, and once and for all."

2. What Is Mental Retardation?

According to the new definition by the American Association on Intellectual and Developmental Disabilities, an individual is considered to have mental retardation (or, more appropriately, cognitive, intellectual, and development disability) when these three criteria are met: intellectual functioning level (IQ) below 70–75; significant limitations in two or more adaptive skill areas, and a preexisting mental condition as a child (defined as age 18 or less).

3. What Are Adaptive Skills?

Adaptive skill areas are those daily skills needed to live, work, and play in the community. The AAIDD definition includes 10 adaptive skills that are essential for daily living: communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics, community use, and work.

Adaptive skills are assessed in the person's typical environment across all aspects of an individual's life. A person with limits in intellectual functioning who does not have limits in adaptive skill areas may not be diagnosed as having mental retardation or being cognitive, intellectually, and developmentally disabled.

4. How Many People Are Affected?

Various studies have been conducted in local communities to determine the prevalence of having a cognitive, intellectual, and developmental disability. The Arc reviewed many of these prevalence studies in the early 1980s and concluded that 2.5 percent to 3 percent of the general population has some degree of mental disability. A recent review of prevalence studies generally confirms this distribution.

Based on the 1990 census, an estimated 6.2 million to 7.5 million people have some degree of mental disability. Cognitive, intellectual, and developmental disabilities are 12 times more common than cerebral palsy, and 30 times more prevalent than neural tube defects such as spina bifida. It affects a hundred times as many people as does total blindness.

Mental disability cuts across the lines of racial, ethnic, educational, social, and economic backgrounds. It can occur in any family. One out of every 10 American families is directly affected by mental disability.

5. How Does Having a Cognitive, Intellectual, and Developmental Disability Affect Individuals?

The effects of having a cognitive, intellectual, and developmental disability vary considerably among people, just as the range of abilities varies considerably among people who are not disabled. About 87 percent are mildly affected, and are only a little slower than average in learning new information and skills. As children, their disability might not be readily apparent, and may not be identified until they enter school. As adults, many will be able to

lead independent lives in the community, and will not be viewed as being disabled.

The remaining 13 percent of people with a cognitive, intellectual, and developmental disability (those with IQs under 50) will have serious limitations in functioning. However, with early intervention, a functional education, and appropriate supports in adulthood, many can lead satisfying lives in the community.

AAIDD's definition no longer labels individuals according to the categories of mild, moderate, severe, and profound (based on IQ level). Instead, it looks at the intensity and the pattern of changing supports needed by an individual over a lifetime.

6. How Is Having a Cognitive, Intellectual, and Developmental Disability Diagnosed?

The AAIDD process for diagnosis and classification consists of three steps and describes the system of support a person needs to overcome limits in adaptive skills. The first step in diagnosis is to have a qualified person administer one or more standardized intelligence tests and a standardized adaptive skills test on an individual.

The second step is to describe the person's strengths and weaknesses across four dimensions. The four dimensions are

1. Intellectual and adaptive behavior skills
2. Psychological/emotional considerations
3. Physical/health/etiological considerations
4. Environmental considerations

Strengths and weaknesses may be determined by formal testing, observation, interviewing key people in the individual's life, interviewing the individual, interacting with the person in his or her daily life, or a combination of these approaches.

The third step requires an interdisciplinary team to determine needed supports across the four dimensions. Each support identified is assigned one of four levels of intensity: intermittent, limited, extensive, or pervasive.

Intermittent support refers to support on an as-needed basis; for example, support that is needed for a person to find a new job in the event of a job loss. Intermittent support may be needed occasionally by an individual over his or her lifespan, but not on a continuous daily basis.

Limited support provides appropriate support for an individual over a limited span of time, such as during transition from school to work, or in time-limited job training.

Extensive support in a life area is assistance that an individual needs on a daily basis that is not limited by time. This might involve support in the home and/or support at work. Intermittent, limited, and extensive supports may not be needed in all life areas for an individual.

Pervasive support refers to constant support across environments and life areas, and may include life-sustaining measures. A person requiring pervasive support will need assistance on a daily basis across all life areas.

What Is "Mental Age"?

The term "mental age" is used in intelligence testing. It means that the individual had the same number of correct responses on a standardized IQ test as the average person of that age in the sample population. Mental age refers only to the intelligence test score. It does not describe the level and nature of the person's experience and functioning in aspects of community life.

7. What Are the Causes of Cognitive, Intellectual, and Developmental Disabilities?

The disability can be caused by any condition that impairs development of the brain before birth, during birth, or in the childhood years. Several hundred causes have been discovered, but in about one-third of people with the disability, the cause remains unknown. Major known causes are Down syndrome; fragile X syndrome; exposure to toxic substances such as alcohol, lead, or mercury; and brain injury.

The causes can be categorized as follows:

- **Genetic conditions.** These result from an abnormality of genes inherited from parents, from errors when genes combine, or from other disorders of the genes caused during pregnancy by infections, overexposure to x-rays, and other factors. Inborn errors of metabolism that may produce cognitive, intellectual, and developmental disabilities, such as phenylketonuria, fall into this category. Chromosomal abnormalities have also been related to some, such as Down syndrome and fragile X syndrome.
- **Problems during pregnancy.** Use of alcohol or drugs by the pregnant mother can cause cognitive, intellectual, and developmental disabilities. Malnutrition, rubella, glandular disorders, diabetes, cytomegalovirus, and many other illnesses of

the mother during pregnancy may result in a child being born with the disability. Physical malformations of the brain and HIV infection originating before birth may also result in a disability.

- **Problems at birth.** Although any birth condition of unusual stress may injure the infant's brain, prematurity and low-birth weight predict serious problems more often than any other conditions.
- **Problems after birth.** Childhood diseases such as whooping cough, chicken pox, measles, and infections that may lead to meningitis and encephalitis can damage the brain, as can accidents such as a blow to the head or near drowning. Substances such as lead and mercury can cause irreparable damage to the brain and nervous system.
- **Poverty and cultural deprivation.** Children in poor families may have a cognitive, intellectual, and developmental disability because of malnutrition, disease-producing conditions, inadequate medical care, and environmental health hazards. Also, children in disadvantaged areas may be deprived of many common cultural and day-to-day experiences provided to other youth. Research suggests that such understimulation can result in irreversible damage.

8. More About Having a Cognitive, Intellectual, and Developmental Disability

The child's potential rate of advancement must be clearly understood by leaders. Youth with a cognitive, intellectual, and developmental disability will progress at a slower rate than most children without this disability.

In Wisconsin, the legislature has established the following definitions:

Cognitively Disabled—functions below the norm across the board; age is under 21.

Developmentally Disabled—functions below the norm across the board; age is under 21.

They also define and abbreviate:

CD-B = Cognitive Disability Borderline
CD-M = Cognitive Disability Moderate
CD-S = Cognitive Disability Severe

9. Comments About Boy Scout Joining Requirements

No memorization is required to meet the Boy Scout joining requirements. The goal is for the Scout to know of the Scout Oath or Promise, Scout Law, motto, slogan, salute, sign, handclasp, and Outdoor Code. Frequent use of the words of the Scout Oath or Promise and the Law in troop meeting ceremonies will help Scouts with a disability remember the words. Use the simplest possible words to explain the concepts of the Scout Oath and Law. Check the material in the *Boy Scout Handbook*. Using the content, simplify the words and ideas so that Scouts can understand them.

The best way to illustrate the meanings of the Oath, Law, motto, and slogan is to tell stories that illustrate the importance of telling the truth, being friendly, keeping clean, doing the daily Good Turn, and practicing other virtues that are expected of Scouts.

Teach boys to make the Scout sign, salute, and handclasp correctly. Practice and use these frequently during troop meetings and other contacts. A gentle reminder and corrective instruction when Scouts become careless will contribute to habits of courtesy, and add to the boys' social development.

Use the Scout sign as a signal for instant silence and attention. Play a game to practice. In the midst of lots of chatter and tumult, give the Scout sign; all right hands go up with the sign, mouths close immediately, and all action freezes. If things get too noisy during a troop meeting, stop everything with this routine. Repeat the game three or four times, challenging the boys to beat their previous response time. ("It took you 10 seconds to give me your attention. Let's see if you can do it in five.") Scouts will enjoy this game and catch the significance of the signal. Suggest that the boys check on each other.

The salute also is used to show respect for the U.S. flag.

The Boy Scout badge has the shape of the universal emblem. This badge represents the great, worldwide Scouting movement. The boy will be interested in learning the meaning of the parts of the Scout badge as well.

Teach that outdoor manners as described in the Outdoor Code are just as important as indoor manners. The Outdoor Code demonstrates patriotism and is another way to show love of country.

To illustrate the meaning of the Outdoor Code, conduct a "cleanup scavenger" contest on a day hike. The boys work by patrols and cover an assigned area, collecting debris and discarded materials. Give extra points for collecting bottles, broken glass, and tin cans.

While hiking along a trail in the woods, point out any evidence observed of poor conservation practices, such as a tree hacked with an ax, holes dug in the soil and left unfilled, or previous fire damage. Show how to prepare a safe fire site, light the fire, and put it out.

10. Activities of Common Interest

Scouting's group activities, regardless of program, require less guidance than the advancement program. However, advancement is likely to be incorporated into the group activities of a unit. Many children with a disability will not be able to work on their own.

The suggestions made in the current Scouting literature can be adapted to boys with cognitive, intellectual, and developmental disabilities. Music can be helpful. These Scouts are often responsive to music; it helps improve attention and physical coordination, and can help with any adjustment problems. The *Boy Scout Songbook* and the *Cub Scout Songbook* can be helpful tools.

Games serve many purposes. Games and contests can build spirit and loyalty. Games also can be used to build fitness, coordination, teamwork, and enjoyment. They should be kept simple and should require little in the way of organization. Many games can be used, such as the dual contests in the *Webelos Handbook*, or the games in *Troop Program Features*. Contests such as arm wrestling are exciting. They also are enjoyable exercises that aid in better coordination. The Webelos Scout program, for 10-year-olds in a Cub Scout pack, is a bridge to Boy Scouting and is adaptable in numerous ways.

Ceremonies can add much to Scouting for these young people. A simple ceremony can be learned and presented with impressive dignity. During rehearsals, try out different youth in various parts. Teach them short lines by reading aloud to them and by having each boy repeat his part a few times. Changes in wording may make it easier for the Scout to articulate his sentences. A prompter should assist at rehearsals and at the actual ceremony.

Several ceremonies in staging den and pack ceremonies, and in *Troop Program Features*, are suitable for use with Cub Scouts and Boy Scouts with disabilities. These include meeting openings and closings, and new-member inductions.

11. Uniforming

Leaders set the example by wearing their own uniforms. Teach every boy to wear his uniform correctly: shirt completely buttoned and tucked neatly into the pants; pants held high on the waistline by the belt, buckle centered; zipper closed. Shoelaces can be tied using a square knot with bows. Instruction activities at meetings occasionally should include demonstrations and practice on shoe polishing. The proper folding and wearing of the neckerchief is another good activity project. Hold regular uniform inspections and award the winners a distinctive neckerchief slide. Your council service center has materials to help you.

12. Leader Helps

The youth handbooks are well illustrated and written at the minimum-age reading level for their intended users. Even for boys who cannot read, the handbooks usually prove helpful because of the numerous illustrations and photos. The desire to learn about the illustrations may provide a valuable motivation to encourage further learning.

Leaders can use the basic handbooks by reading the illustration captions while the boys follow along in their own books.

The same observations apply to *Boys' Life* magazine. While some boys with cognitive, intellectual, and developmental disabilities may not be able to read *Boys' Life*, they will enjoy the pictures. Because the magazine is mailed to the individual boy, it may well mean something to him as it is his possession, and may be the only mail he personally receives. It gives him status, and can help develop a sense of personal worth and belonging. Many leaders who work successfully with Scouts read articles and stories from *Boys' Life* at unit meetings.

Cub Scout Program Helps and *Boy Scout Troop Program Features* have suggested themes for use in planning indoor and outdoor activities.

To help leaders succeed and give them essential preparation in Scouting, the local council conducts leadership development courses. The courses give thorough grounding in basic policies and procedures, and teach leaders how to plan and carry out effective meetings and activities. Perhaps your council has special roundtable programs for leaders of boys with disabilities.

Special sessions at council and district training conferences are designed to help council and district Scouters—as well as unit leaders—to understand how Scouting can help youth with disabilities. It can also be a helpful resource for community agencies.

Leaders should learn how to integrate mildly disabled youth into a regular unit, and how to set up and run a unit for youth with severe mental challenges.

Scout leaders will find time-tested ideas for working with those with special needs. Suggestions are included for program content and for aiding in advancement. Leaders will find the encouragement

to persist—even when they might feel discouraged or fear failing in their new job.

Children with mental disabilities will especially benefit from the work of those who accept the challenges and rewards of working with these special youth. For these children, there can be no greater joy than that of being part of the Boy Scouts of America.

13. Faith, Hope, Understanding, and Desire

It is not always easy to reach a youth with mental challenges. But he is "there," and that is reason enough to reach out. For those youth who can be reached, the experience is joyous. Scouting leaders find the desire to extend themselves because "the child is there." This desire leads to determination, and it begets the ingenuity to surmount the barriers of mental challenges. Desire converts hopelessness into hope. It gives patience and a faith of its own.

Many leaders find their efforts richly rewarding. Despite the frustrations, they continue to search for ways to reach children with low comprehension levels. They find some methods that work, and discard methods that don't. Progress is marked by trial and error, and with small but significant successes. As they make progress, others join in their efforts.

The hard work of these leaders has contributed to public enlightenment and support. As public attitudes change, children with mental challenges are accepted and cherished for their innocence and uniqueness. There is no shame; children with developmental disabilities are not hidden in disgrace. Parents, teachers, specialists, Scouting leaders, and many other citizens know that a child with mental challenges can be educated. Through medical and scientific advances, we are beginning to understand the complexity of the brain, and the endless wonder of the human mind.

Experts in the field of mental challenges believe that the notion of "perpetual childhood" slows the progress of the individual. Keeping a child frozen in such a state, the experts say, is a grave error.

Dr. Alan Abeson, executive director of The Arc (formerly Association for Retarded Citizens), puts it this way: "Many boys with mental retardation frequently surprise their parents, teachers, and friends with their accomplishments when they are provided with opportunities to learn and succeed. This is particularly so when they can participate in Scouting and other leisure activities alongside their non-disabled peers."

14. Scouting Spirit Gets Results

A youth with a disability is more like other youth than he or she is different. Young people with mental challenges are not exceptions to this rule. Scouting leaders should take care not to unnecessarily segregate them and make them feel different, for being like other young people is important to the child's self-esteem. It is a basic principle of Scouting that the experience of a youth with a disability should be as typical of the regular Scouting experience as possible.

Scouting can challenge the youth who cannot run, jump, swim, or hike like other children. These children want to have the fun that other young people enjoy. Each child is entitled to that experience. For a child with a disability, this spark of deep, often fierce, desire to be part of the group can be fanned into a burning ambition. The resulting performance can be astounding. Scouts who have overcome disabilities have achieved remarkable things.

A child will make a supreme effort to achieve what any youth seeks in a group of peers—to belong, to be accepted, and to learn skills. The Scout considers these activities fun. The Scout's leader knows that these activities are like a tonic—boosting a child's health, self-reliance, and adjustment to the world.

There is a special fellowship gained from belonging to a Scouting unit—a pack, a troop, a team, a crew, or a group. The rewards of Scouting—fun, pride in accomplishment, satisfaction in service—can be just as great for a child with mental challenges as for all youth.

Satisfaction for the volunteer leader can be even greater. Volunteers know that Scouting is for all youth, but they must ensure that it remains so. How is a child with mental challenges brought into the program? What methods and teaching techniques help them to learn? How can they be given a place in a Cub Scout pack, a Boy Scout troop, a Varsity Scout team, a Venturing crew, or a Learning for Life group? The leader holds the answers.

15. Frequent Recognitions Are Effective

A child needs immediate recognition of their advancement. A simple thing like applause provides amazing motivation for youth.

Because progress for many youth with mental challenges is often slow, immediate recognition of their progress can keep interest from lagging. Immediate recognition is critical. You can read a description of the recognitions available in the

program description under Cub Scouting and Boy Scouting, earlier in this manual.

Special recognitions must not conflict with standard uniform and insignia regulations. A simple certificate can be used. Other items could include a neckerchief slide of distinctive design for achievements, or personal items such as bookmarks for recognitions; or Scouts can be motivated by colorful progress charts geared to parts of advancement tests or related to activity projects.

In Cub Scouting, try the basic den doodle idea and make whatever variations seem helpful. The regular advancement charts can help, but also try a "color-in" chart broken into smaller parts of the requirements.

16. Leaders Learn as They Teach

A common misconception is the idea that a youth's disability is more extensive than it is. The difficulties the youth encounters may be due merely to lack of experience, and not related to the disability. At one time there was no therapy, there were no skilled hands, and no rules to follow in guiding a child to a measure of coordination. Without such experiences, a youth with mental challenges might appear to lack coordination when, in fact, they are not physically disabled. The child might simply need experience from direct exercise. When they get it, they may develop better muscular coordination.

While leaders must be enthusiastic about helping youth with disabilities, they must also fully appreciate the special demands that will be made on their patience, understanding, and skill. A leader should get to know the child, including the implications of their disability. The leader must know the child's personality traits as well as their disability.

If a child with a disability is a member of a regular unit, the other members of their unit must understand the disability. They should not help too much, and should not do things for them that they can learn to do themselves.

17. Selecting a Unit

Should a child with mental challenges belong to a unit with nondisabled children? Or would they be better helped as a member of a special unit, one organized especially to serve Scouts with mental challenges?

Experience confirms it is possible to place a youth with moderate mental challenges in a regular unit. This provides the child an opportunity for helpful association in a "normal" environment. However, both adult and youth leaders should be given adequate background information on their condition and an orientation before the child joins the unit.

Youth members and leaders of the unit must understand their responsibility to be friendly, kind, and helpful, but not overprotective of the youth with mental challenges. Often, the other members of the unit are so eager to help that their assistance to a buddy must be carefully defined. As a rule, only a few youth with mental challenges should be in a regular unit, because the average leader is unable to give adequate time for their special needs if the number is too large. If there are three or more boys with mental challenges, additional adult leadership must be provided. If possible, one or both parents should be involved with the unit.

Many leaders who have had experience with children with severe mental challenges have found that a better program can be carried out in a unit formed especially for these youth. This makes possible a slower-paced program geared to their learning abilities. Shorter activity sessions that do not extend beyond the limited attention span for the group can be planned.

Youth in special units should make helpful contacts with those units of Scouts without disabilities. Leaders can arrange opportunities for interaction. All Scouting members—leaders and youth—profit by following this part of the interpretation of the Scout Law: A Scout is friendly—a friend to all; he is a brother to other Scouts; he seeks to understand others. While brotherhood is promoted on an international scale in Scouting, it also happens when Scouts participate together in summer camp, district and council activities, and interunit visits.

X. Appendix—Fact Sheets and Forms

A. Scouting for Youth With Disabilities and Special Needs Fact Sheet, No. 02-508

Background

Since its founding in 1910, the Boy Scouts of America has had fully participating members with physical, mental, and emotional disabilities. James E. West, the first Chief Scout Executive, was a person with a disability. 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 the blind; and closed-caption training videos have been produced for those who are deaf. In 1965, registration of over-age Scouts with mental disabilities became possible—a 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 and special needs 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 and special needs 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 and special needs in Cub Scout packs, Boy Scout troops, Varsity Scout teams, Venturing crews, and Sea Scout ships.

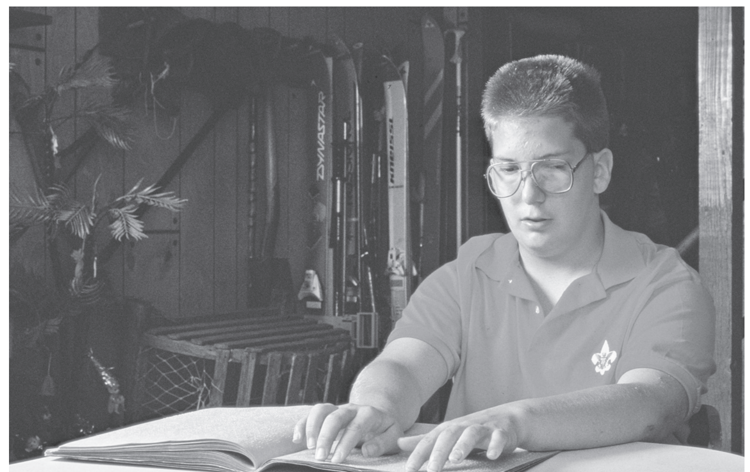
There are many units, however, composed of members with similar disabilities or special needs—such as an all-blind Boy Scout troop or an all-deaf Cub Scout pack—and these members are encouraged to participate in Scouting activities at the district, council, area, regional, and national levels along with other youth. 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 more than 300 BSA local councils have established their own advisory committees for youth with disabilities and special needs. These committees develop and coordinate an effective Scouting program for youth with disabilities and special needs, using all available community resources. Local councils also are encouraged to provide accessibility in their camps by removing physical barriers so that youth with disabilities and special needs can participate in weekend and summer 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 and special needs participate in the same program as do their fellow Scouts.

The BSA's policy has always been to treat members with disabilities and special needs as much like other members as possible, but a local council may 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 com-



pleting 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 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 2007*, No. 33215.

This policy is designed to keep youth with disabilities and special needs as much in the mainstream as possible. Practical suggestions are made to leaders regarding the approaches and methods they can use. Thus, a youth 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 youth with disabilities and special needs in their efforts to advance. The unit leader plays a crucial role in that effort.

Program Developments

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, audiovisual aids, and media in Braille for Scouts with disabilities and their leaders.

Each year, the BSA presents the national Woods Services Award to an adult in Scouting who has demonstrated exceptional service and leadership in the field of Scouting for disabled people (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 Torch of Gold Award is available for similar presentation by local councils.

(The fact sheet, Scouts With Disabilities and Special Needs, is available by going to the www.scouting.org Web site and clicking on Fact Sheets on the left side of the home page.)

Other national support projects include materials relating to disabled and special-needs people in the National Camping School syllabi as well as production of this manual on Scouting for youth with emotional disabilities, learning disabilities, physical disabilities, visual impairment, and mental disabilities, and those who are deaf. A weeklong training course for people working with youth 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 and special needs. Recent Scout jamborees have continued this tradition. Some local councils hold events that feature camping and outdoor activities for youth with disabilities.

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

Requirements and a pamphlet for a Disabilities Awareness merit badge are designed to help many thousands of America's youth develop a positive attitude toward individuals with disabilities and special needs. Such an 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 help produce changes in the attitudes of America's youth as they pursue new experiences and then share their new knowledge with friends.

(The fact sheet, Scouts With Disabilities and Special Needs, is available by going to the www.scouting.org Web site and clicking on Fact Sheets on the left side of the home page.)

B. Personal Health and Medical Record Form, No. 34414B

PERSONAL HEALTH AND MEDICAL RECORD
CLASS 1 AND CLASS 2

Height __________ Weight __________ Eye color __________ Hair color __________

CLASS 1 PERSONAL HEALTH AND MEDICAL HISTORY
(To be filled out annually by all participants)

To be filled out by parent, guardian, or adult participant. Please print in ink.

IDENTIFICATION

Name______________________________ Date of birth____________ Age_______ Sex_______

Name of parent or guardian______________________________ Telephone______________

Home address______________________ City______________ State_________ Zip__________

Business address ______________________ City______________ State_________ Zip__________

If person named above is not available in the event of an emergency, notify

Name______________________ Relationship______________ Telephone______________

Name______________________ Relationship______________ Telephone______________

Name of personal physician ______________________________ Telephone______________

Personal health/accident insurance carrier ______________________ Policy No.______________

Check all items that apply, **past or present,** to your health history. Explain any "Yes" answers.

ALLERGIES: Food, medicines, insects, plants Yes ☐ No ☐ Explain:______________________________

GENERAL INFORMATION:	Yes	No		Yes	No		Yes	No
ADHD (Attention-Deficit Hyperactivity Disorder)	☐	☐	Convulsions/seizures	☐	☐	Hemophilia	☐	☐
Asthma	☐	☐	Diabetes	☐	☐	High blood pressure	☐	☐
Cancer/leukemia	☐	☐	Heart trouble	☐	☐	Kidney disease	☐	☐

Explain: ____

Please list ALL medications taken in the 30 days **prior** to arrival at the Scouting activity where this form is to be used: _________

____

List any **medications to be taken at camp,** including drug, dosage, route (oral, injection, etc.), and frequency: ______________

____

____

List any physical or behavioral conditions that may affect or limit full participation in swimming, backpacking, hiking long distances, or playing strenuous physical games: ______________________________

List equipment needed such as wheelchair, braces, glasses, contact lenses, etc.:______________________

Immunizations: (Give date of last inoculation.)

Tetanus toxoid	______________	Measles	______________	Polio	______________
OR DPT	______________	OR MMR	______________		______________
Hepatitis A	______________	Varicella	______________	OR Chicken pox	______________
Hepatitis B	______________				

I give permission for full participation in BSA programs, subject to limitations noted herein.

In case of emergency, I understand every effort will be made to contact me (if participant is an adult, my spouse or next of kin). In the event I cannot be reached, I hereby give my permission to the licensed health-care practitioner selected by the adult leader in charge to secure proper treatment, including hospitalization, anesthesia, surgery, or injections of medication for my child (or for me, if participant is an adult).

Date______________ Signature of parent/guardian or adult ______________________________

Date updated______________ Signature of parent/guardian or adult ______________________________

Date updated______________ Signature of parent/guardian or adult ______________________________

Some hospitals require the parent/guardian signature to be notarized. Check with your BSA local council.

NAME ______________ TROOP ______________ CAMPSITE ______________

Class 1 (update annually for all participants). Activity: Day camp, overnight hike, or other programs not exceeding 72 hours, with level of activity similar to that of home or school. Medical care is readily available. Current personal health and medical summary (history) is attested by parents to be accurate. This form is filled out by all participants and is on file for easy reference.

Class 2 (required once every 36 months for all participants under 40 years of age). Activity: Resident camp or any other activity such as backpacking, tour camping, or recreational sports involving events lasting longer than 72 consecutive hours, with level of activity similar to that at home or school. Medical care is readily available.

> **Note:** Some states require an **annual** precamp medical evaluation. Your BSA local council service center can advise you about the requirements for your state.

If your child has had a medical evaluation **(physical examination)** within the last 36 months, a copy of the results of this examination must be attached to the health history for all participants in a camping experience lasting longer than 72 consecutive hours. If a copy is not available, a physical examination (using the Class 2 section of this form) must be scheduled by a *licensed health-care practitioner. This **medical evaluation** (physical examination) also is **required** if your **child** is currently **under medical care,** takes **a prescribed medication,** requires a **medically prescribed diet,** has had **an injury** or **illness during the past 6 months** that limited activity for a week or more, **has ever lost consciousness** during physical activity, or has **suffered a concussion from a head injury.**

*Examinations conducted by licensed health-care practitioners, other than physicians, will be recognized for BSA purposes in those states where such practitioners may perform physical examinations within their legally prescribed scope of practice.

THIS FORM IS NOT TO BE USED BY ADULTS OVER 40, BY HIGH-ADVENTURE PARTICIPANTS (USE FORM NO. 34412A), OR FOR NATIONAL SCOUT JAMBOREE (USE FORM NSJ-34412-01).

CLASS 2 MEDICAL EVALUATION

(Read additional requirements outlined on front of form.)

Name ______________________________ Age ________

NOTE TO LICENSED HEALTH-CARE PRACTITIONERS*: The person being evaluated will be attending one or more weeks of camp that may include sleeping on the ground and participating in strenuous activities such as hiking, boating, and vigorous group games. Please review the health history with the participant for any interim changes. **Explain any "abnormal" evaluations.**

PHYSICAL EXAMINATION (To be filled out by a licensed health-care practitioner*)

Height ____________ Weight ____________ BP ______/______ Pulse ____________

VISION: Normal ____________ Glasses ____________ Contacts ____________

HEARING: Normal ____________ Abnormal ____________ Explain ____________

Check box:	N	Abn		N	Abn		N	Abn
Growth development	☐	☐	Teeth	☐	☐	Genitalia	☐	☐
Skin	☐	☐	Cardiopulmonary system	☐	☐	Musculoskeletal	☐	☐
HEENT	☐	☐	Hernia	☐	☐	Neurobehavioral	☐	☐

Explain: ______________________________

Limitations

Activity restrictions ______________________________

Diet restrictions ______________________________

Comment on any need for medical assistance devices: ______________________________

Signature ____________________ Printed name ____________________ Date __________

Licensed health-care practitioner*

Address ______________________________ Phone __________

City, State, Zip ______________________________

***Examinations conducted by licensed health-care practitioners, other than physicians, will be recognized for BSA purposes in those states where such practitioners may perform physical examinations within their legally prescribed scope of practice.**

INTERVAL RECORD	SCREENING EXAMINATION	
Date, Time, Place, Etc.	(Findings, diagnoses, treatment, instructions, disposition, etc.)	By

NAME ____________ TROOP ____________ CAMPSITE ____________

#34414B

PHOTOCOPYING THIS FORM IS PERMITTED.

34414B
2007 Printing

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

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 chair

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

Possible alternates for required merit badges*

CAMPING

Backpacking
Canoeing
Cooking
Rowing

COMMUNICATIONS

Cinematography
Computers
Electronics
Graphic Arts
Journalism
Photography
Public Speaking
Radio
Salesmanship

EMERGENCY PREPAREDNESS OR LIFESAVING

Fire Safety
Motorboating
Public Health
Radio
Rowing
Safety
Traffic Safety
Wilderness Survival

PERSONAL FITNESS

Archery
Athletics
Backpacking
Canoeing
Climbing
Golf
Horsemanship
Orienteering
Pioneering
Rowing
Skating
Waterskiing

SWIMMING, HIKING, OR CYCLING

Archery
Athletics
Canoeing
Motorboating
Rowing
Small-Boat Sailing
Snow Sports

ENVIRONMENTAL SCIENCE

Archaeology
Energy
Fish and Wildlife Management
Forestry
Geology
Nature
Oceanography
Soil and Water Conservation
Weather

*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, and Venturers with disabilities.

58-730 • 1999 Boy Scouts of America • 10--9--8--7--6--5--4--3--2--1

D. Sample Application for Approval of Modification of Requirements

To: The District Advancement Committee

____ District __________________________________ Council

We are submitting this application on behalf of ____ of (unit)

Chartered to ____

Located in ____

For modification of the requirements for the _____Tenderfoot, _____ Second Class, _____First Class rank.

This is required due to his physical or mental disability; he is unable to complete the specified requirements for the rank indicated. After conferring with him and his family, we would like to adapt the following requirements:

____

____

Please specify which rank(s) and requirement number(s) you are proposing for adapted requirement(s). Put "T" for Tenderfoot, "S" for Second Class, or "F" for First Class before each requirement needing adaptation.

We feel that the following requirements are equally challenging for him, and are within his ability: _________

____

Put "T" for Tenderfoot, "S" for Second Class, and "F" for First Class for each requirement adaptation. Enter in same order as above.

Signed ____ , Unit Leader

Signed ____ , Unit Committee Chair

Parent's Statement:

In view of the medical or administrative statement below, and following a conference with ________________

____________________ 's Scout leaders, we approve this application for adapted requirements for the rank(s) specified above, and the recommended adapted requirements.

Date____

Signed____
Parent or Guardian

Medical or Administrative Statement:

As a result of a thorough examination or testing of _______________on ___________________ I find that he is

physically or mentally unable to complete the requirements for the rank shown on page one of this form.

Reason for inability: ____

____

____

I feel that the requirement adaptations are within his physical or mental ability except as noted: ___________

____

____

Signed (include Title)

The Advancement Committee of the______________Council, Boy Scouts of America has reviewed and approves

the suggested alternate requirements for ______________________ for _______________, Troop_____________.

Award or Rank Name Number

____

____

____

____

We remit the alternate requirements to the family physician for approval, as indicated in the Boy Scout Requirements book: "Tenderfoot, Second Class, and First Class ranks Alternate Requirements, number 6: 'When alternate requirements involve physical activity, they must be approved by the physician.'"

Physician approval ____ date_____________

Scout Executive approval____ date_____________

Checklist of Abilities and Limitations

This checklist covers most of the things a Scout leader might need to know about the abilities and limitations of a disabled Cub Scout, Boy Scout, or Venturer. Many of the questions will not apply to those youth whose disabilities are not severe.

A list of resources may be copied and given to parents to fill out and return with their child's membership application, or it can be used by the leader in his first meeting with the youth and his parents. The leader may want to file the checklist with the membership application in his records for safekeeping.

E. Individual Scout Advancement Plan SAMPLE

(This sample form should ONLY BE USED if it has been approved by your council for use with Scouts with disabilities. The council may have its own form for approval.)

Contract and Addendums

- ISAP—A written plan developed by the Scout, his parents, and his Scout leader with the approval of the professional providing the documentation of the Scout's disabilities. This plan provides a list of each rank advancement being modified, replaced, or eliminated. Changes or substitutions to the rank are explained. This letter (the sample form below) needs to be approved by the district and council advancement committees before the Scout begins working on the modified requirements.

  This ISAP is designed:
  - —to be a non-threatening, non-judgmental, individual advancement plan.
  - —to be a basic "contract" which can be used for all Scouts, and is modified by addendum.
  - —so every Scout sees the "contract" as personal so no segment is singled out.
- Addendums are required if it is determined that a Boy Scout has specific, permanent disabilities which create an impediment toward rank achievement and advancement.
  - —The safety of each Scout is part of this consideration.
  - —Requirements may be redefined to maintain the challenge but provide an alternative path toward achievement.
  - —This Addendum may be amended, in the future, by mutual consent.

INDIVIDUAL SCOUT ADVANCEMENT PLAN AND CONTRACT (SAMPLE)

Scout Name ________________________________ Date of Birth _________

Troop/Team/Crew/Ship ____________ District ____________________

Council ____

Statement of Belief: Every boy in Scouting is a candidate for the Eagle Scout 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 Scout with the opportunity and avenue 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 Scout 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 Scout is expected to do his best.

CONTRACT:

I, _________________________________, Scoutmaster, 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 toward my personal goals.

____ (signature) _______________(date)

INDIVIDUAL SCOUT ADVANCEMENT PLAN AND CONTRACT—Addendums

- Disabilities of a permanent, not temporary, nature allow the development of alternative requirements.
- Alternative requirements shall be supported by a physician's statement, or certification by an educational administrator.

- The Scout shall attempt to complete the regular requirements before modifications are sought.
- Alternative requirements shall be as demanding of effort by the Scout as the regular requirements.
- Modifications and alternative requirements must receive PRIOR approval by the council advancement committee.
- Alternate requirements involving physical activity shall have a physician's approval.
- The unit leader and any board of review must explain to the Scout that he is expected to do his best based on his abilities.

What About Merit Badges?

- Eagle Scout–required required merit badges that the Scout is unable to physically or mentally complete
- Alternative merit badge(s) must be "as challenging" to the Scout
- Alternative merit badge(s) identified by Scoutmaster, with help from family, professionals, and other Scouters
- Use form No. 58-730 to document and get approval by the council advancement committee

Alternate Merit Badges for the Eagle Scout Rank

- The Eagle Scout rank may be achieved by a Scout who has a disability by qualifying for alternate merit badges. Merit badges are awarded only when all requirements are met as stated.
- A clear and concise statement concerning the Scout's disabilities must be made by a licensed physician, or an educational administrator.
- Earn as many of the required merit badges as you can BEFORE applying for an alternate Eagle Scout rank merit badge.
- Complete as many of the requirements of the required merit badges as you can.
- Complete the Application for Alternate Eagle Scout Award Merit Badges BEFORE qualifying for alternate merit badges.
- Choose alternates that are as demanding of effort as the required merit badges.
- When alternates chosen involve physical activity, they must be approved by a physician.
- 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.
- The application must be approved by the council committee responsible for advancement, utilizing the expertise of professional people involved in Scouting for people with special needs.
- The candidate's application for Eagle Scout must be made on the Eagle Scout Rank Application, with the following attached:
  - —Possible Alternatives for Required Merit Badges
  - —Application for Alternate Eagle Scout Rank Merit Badges, No. 58-730

ADDENDUM TO INDIVIDUAL SCOUT ADVANCEMENT PLAN

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 STATEMENT: 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.

____ (signature) _______________(date)

(Physician licensed to practice medicine)

Physician's Office Address: ____

Physician's Office Telephone Number: _________________________________

Attach additional documents if applicable.

ADDENDUM TO INDIVIDUAL SCOUT ADVANCEMENT PLAN

Scout Name _______________________________ ____________________________ Date of Birth _________

SCOUT'S STATEMENT:

I, _________________________________, Boy Scout, and Eagle Scout Award candidate, promise that on my honor I will do my best in working toward 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, the desire of ______________ to progress in the paths of Scouting. Any program modifications agreed to are viewed to be 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)

F. Adult Recognition Awards

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. The award is supported by the Woods Services organization located in Langhorne, Pennsylvania. Nomination forms are sent to councils every September with a December 31 deadline. The application is downloadable from ScoutNET under "BSA Info" under "Leadership Support Service." One person is selected nationally each spring for national recognition. It is the highest recognition awarded by the Boy Scouts of America in this area of service. Also available from the National Distribution Center, No. 89-258.

Torch of Gold Award

This is for local council use in recognizing adults for outstanding service to youth with disabilities. Each council determines the number to present annually or as the need arises. There is no specific nomination form available. The criteria for nomination can be determined by each local council. You should keep in mind that it should be presented for outstanding service and should not be presented on a wholesale basis. The certificate, No. 33733, can be ordered from the National Distribution Center.

Vivian Harris Award for Service to Learning for Life

The highest recognition for individuals and organizations making an outstanding contribution to special education at the local, state, or national level by adding to the quality of life for families through Learning for Life programs.

Vivian Harris is a prominent businesswoman from New York City. Vivian has spent her entire adult life championing support for special-needs children. She has served as trustee and chairman of Scouting for the Handicapped of Greater New York Council, president of the Children's Oncology Society (Ronald McDonald House of New York), and a member of the National Advisory Board on Technology and the Disabled.

The council may present the Vivian Harris Award to individual men and women, or to schools, businesses, industries, labor unions, governmental agencies, civic clubs, fraternal groups, or other community organizations that have demonstrated outstanding contributions to special education at the local, state, or national level by adding to the quality of life for families through Learning for Life programs.

Design a local ceremony and order the award, No. 17435, from the National Distribution Center for presentation.

The Vivian Harris Award selection committee is part of the program function of the local Learning for Life committee. Through proper public relations, focus attention on the recipient and his or her accomplishments.

XI. Appendix—Resources

A. Rules and Regulations/ Charter and Bylaws Related to Disabilities

Guidelines for Membership and Advancement

Article XI, Section 3, Clause 20, of the Rules and Regulations of the Boy Scouts of America reads: "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."

B. Americans With Disabilities Act Overview

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

"An individual is considered to have a 'disability' if 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 coworkers."

The Department of Education identifies a severely disabled child as one who, because of the intensity of his physical, mental, or emotional problems, or a combination of such problems, needs educational, social, psychological, and medical services beyond those which 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 who are blind, and those who have cerebral palsy and are deaf.

C. Special-Needs Scouting Resource Questions

Frequently Asked Questions

This summary was put together to help Scouts and Scouters deal with situations and issues when helping Scouts with disabilities.

1. How do I include a boy with a disability? Get help.
   - ❑ Remember BSA policy in two-deep leadership—that second adult can help!
   - ❑ Cub Scout leaders can get help in the form of a den chief.
   - ❑ Involve the parent, a must for ensuring the Scout's inclusion and participation.
   - ❑ Check for other adults in the unit who might be able to help.
   - ❑ Investigate the resources available to you.
   - ❑ Participate in district and council sponsored training, such as a pow wow and University of Scouting.
   - ❑ Call for help—see below.

2. How and what can I modify in the advancement policies to make accommodations for the special-needs Scout?

Cub Scouts—"Do Your Best," the Cub Scout motto, applies well here. The leader should determine if the Cub Scout did his best—if he did to the best of his ability, he met the requirement. The unit or den leader should use his or her discretion for each Cub Scout while completing the requirements.

Boy Scouts—For rank advancement, there are specific guidelines specified under BSA policy for making accommodations for disabled Scouts. The BSA publication *Boy Scout Requirements* details BSA policy for alternate requirements. BSA publication No. 58-730, Application for Alternate Eagle Scout Rank Merit Badges, details the procedure for applying for alternates and recommended alternates to required merit badges.

For merit badges, BSA policy states that the requirements must be completed as stated, with no more or less than what's stated. However, sometimes an accommodation can be made to help the scout without diminishing the effort required to complete it.

Venturing—The advancement program can be adapted to fit the needs of youth with disabilities, just as it can in Boy Scouting. The unit committee and adult leaders can work directly with the youth and his or her parents to determine what the youth can do and what adaptations need to be made.

3. How do I maintain equality and integrity in the program while helping the special-needs Scout?

You should never alter or adapt the unit's program for a disabled Scout—you should, however, make accommodations to help the disabled Scout enjoy that program to the best of his ability.

Remember, every boy needs help navigating through life, some need more than others. We as adults recognize that each child needs some mentoring, and we tailor that help to maximize his efforts in Scouting. Disabled Scouts need direction and mentoring, too. It just might be different than what you are accustomed to.

4. What if the parents won't help?

A parent is the primary source of help when including a Scout with special needs. They are your partner to successful inclusion. Sometimes, if additional help inside the unit can't help support the boy and his needs, it might be necessary to refer the boy and his parents to another unit that might be better equipped to handle the individual situation.

5. How do I deal with medication issues?

The BSA's *Guide to Safe Scouting* states: "The taking of prescription medication is the responsibility of the individual taking the medication and/or that individual's parent or guardian. A Scout leader, after obtaining all the necessary information, can agree to accept the responsibility of making sure a Scout takes the necessary medication at the appropriate time, but BSA policy does not mandate nor necessarily encourage the Scout leader to do so. Also, if your state laws are more limiting, they must be followed."

6. Who do I call for additional help?

Call the Scouting for Youth With Disabilities Resource Committee. Someone will be able to answer your question or point you in the right direction. The BSA has plenty of literature to help you include your youth with a disability.

D. Religious Awards Program

Scouts who have disabilities have earned religious awards with the rest of their unit. Be sure the religious leaders working with the Scouts understand the potential capabilities of the Scout in completing the specific requirements of the award.

Religious books are available in Braille and audio form at low cost. The Bible is available on cassette, disk, and large-type edition as well as Braille. Cassettes range from $12 for the Psalms to $80 for the complete King James version of the Old Testament. However, scriptures will be provided free of charge to people who are unable to pay for them. For more information, write to the American Bible Society, 1865 Broadway, New York, NY 10023, or call 212-408-1200.

E. Disabilities Awareness Merit Badge Requirements

(These requirements were obtained from *Boy Scout Requirements 2007,* No. 33215. These might change annually, so make sure you use the most current version.)

1. Discuss with your counselor proper disability etiquette and person-first language. Explain why these are important.
2. Visit with an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education.
3. Do TWO of the following:
   (a) Talk to a Scout who has a disability and learn about his experiences taking part in Scouting activities and earning different merit badges.
   (b) Talk to an individual who has a disability and learn about this person's experiences and the activities in which this person likes to participate.
   (c) Learn how people with disabilities take part in a particular adaptive sport or recreational activity. Discuss what you have learned with your counselor.
   (d) Learn about independent living aids such as service animals, canes, and teletypewriters (TTYs). Discuss with your counselor how people use such aids.
4. Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.
   (a) Your school
   (b) Your place of worship
   (c) Your Scout camping site
   (d) A public exhibit or attraction (such as a theater, museum, or park)
5. Explain what advocacy is. Do ONE of the following advocacy activities:
   (a) Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.
   (b) Find out about disability awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours.
   (c) Using resources such as disability advocacy agencies, government agencies, the Internet (with your parent's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.
6. Make a commitment to your merit badge counselor describing what you will do to show a positive attitude about people with disabilities and to encourage positive attitudes among others. Discuss how your awareness has changed as a result of what you have learned.
7. Name five professions that provide services to people with disabilities. Pick one that interests you and find out the education, training, and experience required for this profession. Discuss what you learn with your counselor, and tell why this profession interests you.

F. The Lone Scout Plan Overview

The Boy Scouts of America is proud to provide the Scouting experience to all boys who meet membership requirements. Boys can join the Cub Scouts or Boy Scouts and have the opportunity to grow and learn from Scouting. There are many opportunities for boys to benefit from the Scouting experience.

Why Lone Scouts?

Can a boy become a Cub Scout or Boy Scout if there is no local pack or troop? He certainly can. Throughout the country and the world, boys who do not have access to traditional Scouting units can become Lone Cub Scouts and Lone Boy Scouts.

Circumstances in the life of a boy which may make Lone Scouting a desired option include:

- Children of American citizens who live abroad
- Exchange students away from the United States for a year or more
- Boys with disabilities that may prevent them from attending regular meetings of packs and troops
- Boys in rural communities who live far from a Scouting unit
- Sons of migratory farm workers
- Boys who attend special schools, night schools, or boarding schools
- Boys who have jobs that conflict with troop meetings
- Boys whose families frequently travel, such as circus families, families who live on boats, etc.
- Boys who alternate living arrangements with parents who live in different communities
- Boys who are unable to attend unit meetings because of life-threatening communicable diseases
- Boys whose parents believe their child might be endangered in getting to Scout unit meetings
- Boys being homeschooled whose parents do not want them in a youth group

The Lone Scout plan is a way for any boy who is at least in the first grade and/or who is at least 7 years old but younger than 11 years old to join as a Lone Cub Scout. Any boy who has earned the Arrow of Light Award and is at least 10 years old or who has completed the fifth grade and is at least 10 years old or who is 11 years old but younger than 18 years old is eligible to join as a Lone Boy Scout. Boys apply for membership as individual Lone Scouts only when they cannot conveniently join a Cub Scout pack or Boy Scout troop.

Although the Lone Scout might miss the opportunity to participate in activities in the pack or troop, there are certain advantages to his experience. For example, his Scouting activities can be done entirely at home. Boys who live in rural areas have the outdoors close at hand where much of Scouting takes place. Each boy can progress at his own pace, building upon his own interests and abilities. Also, he has the personal help of an adult counselor.

Baden-Powell, Boyce, and the BSA: A Bit of History

In 1909, while in London, England, Chicago publisher William D. Boyce lost his way in a dense fog. A British Boy Scout guided Boyce to his destination and refused a tip for his help. Impressed by the boy's spirit, Boyce asked about Scouting. He was taken by the Scout to meet Lord Robert Baden-Powell, the famous British general who had founded Scouting in Great Britain. When he returned to the United States, Boyce helped to persuade a group of outstanding adult leaders to found the Boy Scouts of America, which was established on February 8, 1910.

Lone Scouting also has its origins in England, and is just as timely today in offering the Scouting experience to youth who cannot join a pack or troop. In 1915, Boyce incorporated the Lone Scouts of America, which merged with the BSA on March 1, 1924. As a Lone Scout friend and counselor, you will continue the great tradition of both Baden-Powell and Boyce.

Becoming a Lone Scout and a Lone Scout Counselor

Each Lone Cub Scout or Lone Boy Scout must have an adult 21 years or older who meets adult membership requirements and agrees to be the boy's Lone Scout counselor. It is preferred that this be one of the boy's own parents, but it also might be a minister, teacher, neighbor, or Scouter. If not a parent, the Lone Scout counselor must be approved by one of the boy's parents.

The counselor also must be approved by the local council. Both the Lone Scout and his counselor must register with the local council. Both should use the usual youth and adult application forms and pay the same annual registration fee as other members.

More than 300 hundred BSA councils serve all areas of the United States. Each council maintains a service center and is responsible for the Scouting

program in its area. The telephone number and address of each can be found under "Boy Scouts of America" in the white pages of the local telephone directory, or by writing to: Boy Scouts of America, S230, 1325 West Walnut Hill Lane, P.O. Box 152079, Irving, TX 75015-2079, 972-580-2195. You can find the council you should join by going to www.scouting.org and clicking on the "Join Scouting" tab and entering your zip code. The Web site will give you the contact information for the council in your area.

Boys and adults who live outside the United States can ask about Lone Scouting by contacting the International Division of the Boy Scouts of America.

Boys who can attend regular meetings of packs and troops are not usually eligible for Lone Cub Scout or Lone Boy Scout programs. There should be some extenuating circumstances for them to be a Lone Scout.

The registration period is the same one that your council uses for its district and council adult Scouters—usually the calendar year. Each year, the Lone Scout and his counselor should reregister with the council.

With registration, the counselor receives *Scouting,* the magazine for all adult Scouters. Lone Scouts receive the right to subscribe to *Boys' Life*, the magazine for all boys, at half of the nonmember cost.

Registration codes are Lone Cub Scout, K; Lone Boy Scout, L; Lone Cub Scout Friend and Counselor, 88; and Lone Boy Scout Friend and Counselor, 96.

Your Role as Friend and Counselor

The Lone Scout friend and counselor helps the Lone Scout get the most out of Scouting in many of the same ways that Cub Scout pack and Boy Scout troop leaders help boys in Scouting.

The counselor:

- Guides a boy in planning his Scouting activities
- Encourages a boy to grow and develop from his Scouting experiences
- Instructs, examines, and reviews a Lone Scout on all the steps in his Scout advancement
- Helps a boy use the resources of the local BSA council and district in which the boy and counselor both reside
- Helps a boy get to the local council resident camp
- Serves as a role model for Scouting ideals

G. Boy Scouts of America Resources

The resources listed in this manual are available to support Scouting for youth with disabilities. They will assist local council volunteers and professionals in developing an understanding of and creating a working relationship with local agencies and organizations that work with youth with disabilities.

Boy Scouts of America Web Site Support

The national Boy Scouts of America Web site—www.scouting.org—provides support to volunteers, professionals, and the community with a look at the resources available to support the programs of Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

ScoutNET is available only to professionals and office support staff. It includes support tools that will provide direction for working with volunteers in units, districts, and councils.

1. Boy Scouts of America Publications

Scouting publications listed on these pages can be obtained from your local Scouting distributor, your local council service center, or ordered directly on www.scoutstuff.org from the National Distribution Center, 2109 Westinghouse Blvd., P.O. Box 7143, Charlotte, NC 28241-7143, 800-323-0732.

General

Advancement Committee Policies and Procedures Manual, No. 33088

Boys' Life, monthly magazine of the Boy Scouts of America for all boys

Guide to Safe Scouting, No. 34416, updated annually and on www.scouting.org

Scouting magazine, published six times a year by the Boy Scouts of America for leaders. Includes "Program Helps"

Cub Scouting

Cub Scout Academics and Sports Program Guide, No. 34299

Cub Scout Bear Book, No. 33451

Cub Scout Ceremonies for Dens and Packs, No. 33212

Cub Scouting's BSA Family Activity Book, No. 33012

Cub Scout Leader Book, No. 33221

Cub Scout Leader How-To Book, No. 33832
Cub Scout Program Helps, No. 34304 (an annual publication)
Cub Scout Songbook, No. 33222
Cub Scout Wolf Handbook, No. 33450
Den Chief Handbook, No. 33211
Group Meeting Sparklers, No. 33122
Tiger Cub Handbook, No. 34713
Webelos Leader Guide, No. 33853
Webelos Scout Handbook, No. 33452

Boy Scouting

Boy Scout Handbook, No. 33105
Boy Scout Songbook, No. 33224
Boy Scout Troop Leadership Training, No. 34306
Boy Scout Troop Program Features, Volume 1 (No. 33110), *Volume 2* (No. 33111), and *Volume 3* (No.33112)
Disabilities Awareness merit badge pamphlet, No. 33370
Guide to Working With Boy Scouts With DisABILITIES, No. 33056C
Scoutmaster Handbook, No. 33009
Troop Committee Guidebook, No. 34505

Varsity Scouting

Varsity Scout Leader Guidebook, No. 34827
Varsity Scout Program Features, No. 1, No. 34837
Varsity Scout Program Features, No. 2, No 34838
Varsity Scout Program Features, No. 3, No. 34839

Venturing

Sea Scout Manual, No. 33239
Venturer/Ranger Handbook, No. 33494
Venturing Leader Manual, No. 34655
Venturing Leadership Skills Course, No. 34340
Venturing Leader Training with CD, No. 33491
Venturing *Quest Handbook*, No. 33151
Venturing *TRUST Handbook*, No. 33154

Learning for Life Groups

Champions Honor Wall Chart: Special Needs, No. 32146A
Champions Transition Program for Special Needs Students, No. 32033
Champions Program: A Resource for Special Needs Classrooms, No. 32115A
Incentive Stickers for Champions: Special Needs, No. 32145C
Individual Recognition Charts, No. 32152
Iron-Ons for Champions, No. 32147

2. Boy Scouts of America Training Audiovisuals—Closed Captioned

Cub Scout Leader Fast Start Orientation, AV-01-V022A
Boy Scout Leader Fast Start Orientation, AV-02V026
New Crew Fast Start, AV-03V013
Post Advisors' Fast Start, AV-09V030
Post Officers' Fast Start, AV-09V028
Cub Scout Leader Specific Training, AV-01V013
Scoutmaster and Assistant Scoutmaster Specific Training, AV-02V015
New Leader Essentials, AV-02V016
Youth Protection Training for Adult Leaders, AV-09V001, DVD is 09DVD01, also available online at www.scouting.org
Youth Protection Guidelines: Training for Adult Venturing Leaders; video is AV-03V014; DVD is AV-09DVD27 (also closed-captioned)
A Time to Tell, AV-09V004
It Happened to Me, AV-09V011
Personal Safety Awareness, AV-09V027
Troop Open House, 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.

3. Boy Scouts of America Literature Available from Other Organizations Supporting Disabilities

General Program Support

Boys' Life magazine in Braille, Library of Congress for the Blind and Physically Handicapped; 101 Independence Ave., SE; Washington, DC 20540; telephone: 202-707-5100; Web site: www.loc.gov.

I Remember Roger, No. 89-238, activity reprint

Cub Scouting

Audio recordings of the *Cub Scout Leader Manual, Wolf Handbook, Bear Handbook*, and *Webelos Handbook* are available on loan through the free library service provided by the National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC, 202-707-5100. Families should ask their cooperating library for *Cub Scout Leader Book* (RC 41931), *Wolf Cub Scout Book* (RC 41935), *Bear Cub Scout Book* (RC 41936), or *Webelos Scout Book* (RC 41397). For more information, including eligibility requirements and the nearest cooperating library, call 800-424-9100 or contact through the Internet at http://lcweb.loc.gov/nls or www.loc.gov/nls.

Cub Scouting manuals in Braille include the *Tiger Cub Handbook*, *Parents' Guide,* the Bobcat Trail in the *Cub Scout Wolf Handbook,* and *Cub Scout Bear Book* and are available from The Lighthouse of Houston, 713-527-9561.

Cub Scout Recording for the Blind & Dyslexic, 20 Roszel Road, Princeton, NJ 08540, 866-732-3585 or 800-221-4792, www.rfbd.org, *Cub Scout Wolf Handbook, Cub Scout Bear Book, Cub Scout Leader Book*.

Cub Scouting manuals in Braille of the *Cub Scout Wolf Handbook, Cub Scout Bear Handbook Book, Webelos Scout Handbook*, and the *Parents' Guide* are available from the National Braille Association, 585-427-8260.

Boy Scouting

Boy Scout Handbook and various merit badge pamphlet recordings for the blind and dyslexic, 800-221-4792

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: www.thelighthouseofhouston.org

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

Merit badge pamphlets in Braille, from the National Braille Association; 3 Townline Circle; Rochester, NY 14623-2513; telephone: 716-427-8260; fax: 716-427-0263; Web site: www.nationalbraille.org

Venturing

Pope Pius XII Participant Manuals in Braille can be rented from the Relationships Division in the national office in Irving, Texas, at 972-580-2119. There is a minimal rental cost of $2 each, plus shipping and a security deposit of $25 (to be refunded when texts are returned within a six-month time frame).

4. Boy Scouts of America Forms

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

Parent or Guardian Informed Consent Form (Available for reprint on page 5 of *A Guide to Working With Boy Scouts With DisABILITIES,* No. 33056)

Woods Services Award Nomination Form, No. 89-258

Torch of Gold Council Award Certificate, No. 33733

Vivian Harris Adult Recognition Application for Service in Learning for Life

5. Other Boy Scouts of America Resources

Design Examples of Barrier-Free Facilities can be ordered from the Properties Division of the National Council:

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

H. Other Community Resources

Local Advocacy and Support

Parent Training and Information Projects. For information about a parent training and information project in your state, contact the NCLD or the Federation for Children with Special Needs, 1135 Tremont St., Suite 420, Boston, MA 02120; phone 617-236-7210. This federally funded organization provides local resources and advocacy training for disability and special education issues.

Parent to Parent. For local listings, call the NCLD or the National Parent-to-Parent Support and Information System, P.O. Box 907, Blue Ridge, GA 30513; telephone, 800-651-1151. This organization makes connections between parents based on the disabilities of their children.

Regional Libraries

There are many regional libraries throughout the United States that have children's stories, songs, and birdcalls available on disk, reel, and cassette. These materials, as well as record players and cassette recorders, are loaned without charge to people with disabilities. Many local disability parent groups and children's hospitals have libraries open to the public.

Resources

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

Blake, O. William, and Volpe, Ann M. *Lead-Up Games to Team Sports.* Prentice-Hall Inc., 1964.

Harbin, E. O. *The Fun Encyclopedia.* Abingdon Press, Nashville, Tenn., 1981.

How We Do It Game Book. American Alliance for Health, Physical Education, and Recreation, Washington, D.C., 1964.

Hunt, Valerie V. *Recreation for the Handicapped.* Prentice-Hall Inc., 1955.

Jayjo Books, *Taking* (names of many disabilities/disorders) *to School*. Sixteen or more books written at Cub Scout level explaining disabilities. 135 Dupont St., P.O. Box 760, Plainview, NY, 11803. www.jayjo.com.

Orlick and Mosley. *Teacher's Illustrated Handbook of Stunts*. Prentice-Hall Inc., 1963.

Organizations

The Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191, 703-620-3660, 888-222-7733

Disabled American Veterans, P.O. Box 14301, Cincinnati, OH 45250-0301, 606-441-7300

National Education Association, 1201 Sixteenth St. NW, Washington, DC 20036, 202-833-4000

Special Olympics International, 1325 G Street NW, Suite 500, Washington, DC 20005, 202-628-3630

1. Resources for Learning Disabilities

General Resources

Brookes Publishing, brookespublishing.com (variety of books about disabilities)

Clarke, Lynn. *SOS Help for Parents*. Parents Press, 1989.

Dane, Elizabeth. *Painful Passages: Working with Children with Learning Disabilities*. National Association of Social Workers Press, 1990.

Dunn, Kathryn B., and Allison B. Dunn. *Trouble with School: A Family Story About Learning Disabilities*. Woodbine House, 1993.

Fullen, Dave. *Lessons Learned: Students with Learning Disabilities, Ages 7–19, Share What They've Learned About Life and Learning*. Mountain Books, 1993.

Gehret, Jeanne. *The Don't Give-Up Kid*. Verbal Images Press, 1992.

Grey House Publishing. *The Complete Learning Disabilities Directory: A Comprehensive Guide to LD Resources*. 1994.

Hughes, Susan. *Ryan: A Mother's Story of Her Hyperactive–Tourette Syndrome Child*. Hope Press, 1990.

Janover, Caroline. *Josh: A Boy with Dyslexia*. Waterfront Books, 1988.

Learning Disabilities Council. *Understanding Learning Disabilities: A Parent Guide and Workbook.* 1991.

Levine, Mel. *Keeping a Head in School: A Student's Book About Learning Abilities and Learning Disorders.* Educators Publishing Service, 1991.

Osman, Betty B. *No One to Play With*. Academic Therapy Press, 1989.

Roby, Cynthia. *When Learning Is Tough: Kids Talk About Their Learning Disabilities*. Alberter Whitman and Company, 1993.

Silver, Larry B. *The Misunderstood Child: A Guide for Parents of Learning Disabled Children*. 2nd ed. McGraw Hill, 1992.

Smith, Sally L. *Different Is Not Bad, Different Is the World: A Book About Disabilities*. Sopris West, 1994.

Smith, Sally L. *No Easy Answers: The Learning Disabled Child at Home and at School*. Bantam, 1995.

Woodbine House Publishing, www.woodbine-house.com

Organizations

Council for Learning Disabilities, P.O. Box 40303, Overland Park, KS 66204; telephone, 913-492-8755. This national professional organization is dedicated solely to professionals working with individuals who have learning disabilities. The *Journal of Learning Disabilities,* which focuses on research and its applications, is available through the CLD.

Division for Learning Disabilities of the CEC (Council for Exceptional Children), 1920 Association Drive, Reston, VA 22091-1589; telephone, 888-CEC-SPED or 703-620-3660. As a nonprofit membership organization, the DLD is one of 17 specialized divisions of the CEC, each of which focuses on a specific exceptionality or special education interest; the DLD is the division dedicated to learning disabilities. The group provides free information and holds conferences.

International Dyslexia Association, Chester Building, 8600 La Salle Road, Suite 382, Baltimore, MD 21286-2044; telephone, 410-296-0232. The IDA is an international, nonprofit membership organization that offers leadership in language programs, research, and publications—all relating to dyslexia. Chapters are located in most states.

Learning Disabilities Association of America, 4156 Library Road, Pittsburgh, PA 15234-1349; telephone, 412-341-1515. This national, nonprofit membership organization, with state and local affiliates, conducts an annual conference, provides information, and produces various publications.

National Center for Learning Disabilities, 381 Park Ave. South, Suite 1401, New York, NY 10016; telephone, 212-545-7510. This national, nonprofit membership organization provides a free information and referral service, conducts educational programs, raises public awareness of learning disabilities, and advocates for improved legislation and services for those with learning disabilities.

2. Resources for Autism Spectrum Disorder

Resources

Dillon, K.M. *Living With Autism: The Parents' Stories*. Boone, NC: Parkway. 1995. (Available from Parkway Publishers, P.O. Box 3678, Boone, NC 28607)

Harris, S. *Siblings of Children With Autism: A Guide for Families*. Bethesda, MD: Woodbine House. 1994. (Telephone: 800-843-7323; 301-897-3570)

Hart, C.A. *A Parent's Guide to Autism: Answers to the Most Common Questions*. New York: Pocket Books, Simon & Schuster. 1993. (Telephone: 800-223-2336)

Journal of Autism and Developmental Disorders. (Available from Plenum Publishing Corporation, 233 Spring St., New York, NY 10013. Telephone: 800-221-9369)

Maurice, C., Green, G., & Luce, S.C. (Eds.). *Behavioral Intervention for Young Children With Autism: A Manual for Parents and Professionals*. Austin, TX: Pro-Ed.

New Jersey Center for Outreach and Services for the Autism Community. National directory of programs serving individuals with autism and related pervasive developmental disorders. Ewing, NJ: Author. December 1994. (Available from COSAC, 1450 Parkside Ave., Suite 22, Ewing, NJ 08638. Telephone: 609-883-8100)

Powers, M.D. (Ed.). *Children With Autism, a Parent's Guide*. Rockville, MD; Woodbine House. 1989. (Telephone: 800-843-7323; 301-897-3570)

Schopler, E., & Mesibov, G.B. (Eds.). Several books are available in the "Current Issues in Autism" book series: *Communication Problems in Autism* (1985); *Social Behavior in Autism* (1986); *Autism in Adolescents and Adults* (1983); *Effects of Autism on the Family* (1984); *High-Functioning Individuals With Autism* (1990); *Preschool Issues in Autism* (1993); and *Learning and Cognition in Autism* (1995). (All available from Plenum Publishing Corporation, 233 Spring St., New York, NY 10013. Telephone: 800-221-9369)

Organizations

Autism Hotline, Autism Services Center, P.O. Box 507, Huntington, WV 25710-0507, 304-525-8014

Autism National Committee, 249 Hampshire Drive, Plainsboro, NJ 08536

Autism Society of America, 7910 Woodmont Ave., Suite 650, Bethesda, MD 20814, Telephone: 301-657-0881. For information and referral, call 800-328-8476.

Institute for the Study of Developmental Disabilities, Indiana Resource Center for Autism, Indiana University, 2853 East 10th St., Bloomington, IN 47408-2601, 812-855-6508

3. Resources for Attention Deficit (With or Without) Hyperactivity Disorder

Resources

Alexander-Roberts, C. *Practical Advice for Parents From Parents: Proven Techniques for Raising a Hyperactive Child Without Losing*

Your Temper. Dallas, TX: Taylor Publishing. 1994. Telephone: 800-677-2800.

Barkley, R. *Taking Charge of AD/HD*. New York: Guilford Press. 1995. Telephone: 800-365-7006.

Dendy, S.A.Z. *Teenagers With ADD: A Parents' Guide*, Bethesda, MD, Woodbine House. 1995. Telephone: 800-843-7323.

Fowler, M. "Attention-Deficit/Hyperactivity Disorder." *NICHCY Briefing Paper*, 1-16. 1994. Telephone: 800-695-0285. Also available on NICHCY's Web site: www.nichcy.org.

Fowler, M. *Maybe You Know My Kid: A Parent's Guide to Identifying, Understanding, and Helping Your Child With ADHD* (3rd ed.). New York: Birch Lane Press. 1999. Telephone: 800-447-2665.

Fowler, M. *CH.A.D.D. Educators Manual*: *An In-Depth Look at Attention Deficit Disorders From an Educational Perspective*. Plantation, FL: CH.A.D.D. 1992. Telephone: 800-233-4050.

Galvin, Matthew. *Otto Learns About His Medicine: A Story About Medication for Hyperactive Children*. Magination Press, 1988.

Hallowell, Edward M., and John Ratey. *Driven to Distraction: Recognizing and Coping with Attention Deficit Disorder from Childhood Through Adulthood*. Pantheon Books, 1994.

Hallowell, Edward M., and John Ratey. Answers to Distraction. Pantheon Books, 1994.

Moss, Deborah M. *Shelly, the Hyperactive Turtle*. Woodbine House, 1989.

Moss, Robert A., and Helen H. Dunlap. *Why Johnny Can't Concentrate: Coping with Attention Deficit Problems*. Bantam Books, 1990.

Wodrich, D.L. *Attention Deficit Hyperactivity Disorder: What Every Parent Wants to Know*. Baltimore, MD: Paul H. Brookes. 1994. Telephone: 800-638-3775.

Organizations

Attention Deficit Information Network Inc., 475 Hillside Ave., Needham, MA 02194; telephone, 617-455-9895. This nonprofit volunteer organization operates support groups and provides information about attention deficit disorder.

CH.A.D.D. (Children and Adults With Attention Deficit Disorder), 8181 Professional Place, Suite 201, Landover, MD 20785; telephone, 301-306-7070 or 800-233-4050. Web: www.chadd.org; e-mail: national@chadd.org, This national, nonprofit membership organization operates support groups, conducts meetings, provides information, and operates an advocacy group for the understanding and rights of people with attention-deficit disorder.

National Attention Deficit Disorder Association, National Headquarters, 1788 Second St., Suite 200, Highland Park, IL 60035; telephone 847-432-ADDA. The ADDA is a national membership organization with alliance to local support groups. It conducts national conferences and symposiums. The ADDA also provides materials on attention deficit disorder and related issues. E-mail: mail@add.org, Web: www.add.org.

4. Resources for Hearing/ Speech/Language Disorders

Resources

Mark Dowdy Signs and Soars, Boy Scouts of America, No. 89-249, activity reprint

Sign Language for the Deaf, Boy Scouts of America, No. 89-230, activity reprint—visible English or finger spelling—to use as a supplement to speech for people who want children who are deaf to see English

Organizations

Alexander Graham Bell Association for the Deaf, Inc., 3417 Volta Place, N.W., Washington, DC 20007, 202-337-5220 (v/TTY); www.agbell.org; e-mail: agbell2@aol.com

American Speech-Language-Hearing Association, 10801 Rockville Pike Rockville, MD 20852, 800-638-8255 (v/TTY); www.asha.org; e-mail: actioncenter@asha.org

Boys Town National Research Hospital, 555 North 30th St., Omaha, NE 68131, 402-498-6511; e-mail: moeller@boystown.org; Web: www.boystown.org/btnrh

Laurent Clerc National Deaf Education Center, Gallaudet University 800 Florida Ave., N.E. Washington, DC 20002; 202-651-5000; Web: http://clerccenter.gallaudet.edu

National Association of the Deaf, 814 Thayer Ave., Silver Spring, MD 20910-4500, 301-587-1788 (v)301-587-1789 (TTY); e-mail: nadinfo@nad.org; Web: www.nad.org

National Cued Speech Association 23970 Hermitage Road, Shaker Heights, OH 44122, 800-459-3529; Web: www.cuedspeech.org

5. Resources for Emotional/Behavioral/Social Impairments

Resources

Adamec, C. *How to Live With a Mentally Ill Person: A Handbook of Day-to-Day Strategies.* New York: John Wiley & Sons. 1996. (Telephone: 800-323-9872, extension 2497)

Children's Hospital of Philadelphia. *A Parent's Guide to Childhood and Adolescent Depression*. New York: Dell. 1994. (Telephone: 800-323-9872)

Hatfield, A.B. *Coping With Mental Illness in the Family: A Family Guide*. Arlington, VA: National Alliance for the Mentally Ill. 1991. (Product #082. Telephone: 703-524-7600, 800-950-NAMI)

Hatfield, A.B., and Lefley, H.P. *Surviving Mental Illness: Stress, Coping, and Adaptation*. New York: Guilford Press. 1993. (Telephone: 800-365-7006)

Jordan, D. *A Guidebook for Parents of Children With Emotional or Behavior Disorders*. Minneapolis, MN: PACER Center. 1991. (Telephone: 612-827-2966)

Jordan, D. *Honorable Intentions: A Parent's Guide to Educational Planning for Children With Emotional or Behavioral Disorders*. Minneapolis, MN: PACER Center. 1995. (Telephone: 612-827-2966)

National Alliance for the Mentally Ill. *Resource Catalog: A Listing of Resources From the National Alliance for the Mentally Ill* (Rev. ed.). Arlington, VA: Author.1996. (Telephone: 703-524-7600; 800-950-NAMI)

National Clearinghouse on Family Support and Children's Mental Health. National directory of organizations serving parents of children and youth with emotional and behavioral disorders (3rd ed.). Portland, OR: Author. April 1993. (Telephone: 503-725-4040)

Wood, M.M., and Long, N.J. *Life Space Interventions: Talking With Children and Youth in Crisis*. Austin, TX: Pro-Ed. 1991. (Telephone: 512-451-3246)

Organizations

American Academy of Child and Adolescent Psychiatry, Public Information Office, 3615 Wisconsin Ave., NW, Washington, DC 20016; 202-966-7300, 800-333-7636; e-mail: mbel@cap.org; Web address: www.aacap.org

ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children 1920 Association Dr. Reston, VA 22091-1589; 800-328-0272, 703-264-9449 (TTY); e-mail: eric@cec.sped.org; Web address: www.cec.sped.org

Federation of Families for Children's Mental Health, 1021 Prince St., Alexandria, VA 22314-2971; 703-684-7710; e-mail: ffcmh@crosslink.com

National Alliance for the Mentally Ill, 200 North Glebe Road, Suite 1015, Arlington, VA 22203-3754; 703-524-7600, 800-950-NAMI; e-mail: namiofc@aol.com; Web address: www.nami.org

National Clearinghouse on Family Support and Children's Mental Health, Portland State University, P.O. Box 751, Portland, OR 97207-0751, 800-628-1696, 503-725-4040

National Mental Health Association, 1021 Prince St., Alexandria, VA, 22314-2971, 703-684-7722; 800-969-6642; e-mail: nmhainfo@aol.com, Web address: www.nmha.org

For your state CASSP (Children and Adolescent Service System Program) office and State Mental Health Representative for Children, call NICHCY at 800-695-0285 and ask for a state resource sheet for your state.

6. Resources for Physical Disabilities

Resource

Pomeroy, Janet. *Recreation for the Physically Handicapped*. The Macmillan Co., 1964.

Organizations

Muscular Dystrophy Association, 3300 East Sunrise Drive, Tucson, AZ 85718; 800-572-1717

The National Easter Seal Society, Inc., 230 West Monroe St., Suite 1800, Chicago, IL 60606-4802; 312-726-6200

National Rehabilitation Information Center (NARIC), 4200 Forbes Boulevard, Suite 202, Lanham, MD 20706; 301-459-5900, 301-459-5984 (TTY), 800-346-2742 (toll free); e-mail: naricinfo@heitechservices.com; Web: www.naric.com

Spina Bifida Resources

Lutkenhoff, M. (Ed.). *Children With Spina Bifida: A Parents' Guide*. Bethesda, MD: Woodbine. 1999. (Telephone: 800-843-7323. Web: www.woodbinehouse.com)

Lutkenhoff, M., and Oppenheimer, S. *SPINAbilities: A Young Person's Guide to Spina Bifida.* Bethesda, MD: Woodbine. 1997. (Telephone: 800-843-7323. Web: www.woodbinehouse.com)

National Institute of Neurological Disorders and Stroke. 2001. NINDS spina bifida information page. Available online at: www.ninds.nih.gov/health_and_medical/disorders/spina_bifida.htm

Sandler, A. *Living With Spina Bifida: A Guide for Families and Professionals.* Chapel Hill, NC: University of North Carolina Press. 1997. (Telephone: 800-848-6224. Web: http://uncpress.unc.edu)

Spina Bifida Association of America. *Facts About Spina Bifida*. Washington, D.C.: Author. (4590 MacArthur Blvd., N.W., Suite 250, Washington, DC 20007; 202-944-3285; 800-621-3141 (toll free), e-mail: sbaa@sbaa.org, Web: www.sbaa.org. Also available online at: www.sbaa.org/html/sbaa_facts.html)

Organizations

Spina Bifida Association of America, 4590 MacArthur Blvd., N.W., Suite 250, Washington, DC 20007; 202-944-3285; 800-621-3141 (toll free), e-mail: sbaa@sbaa.org, Web: www.sbaa.org

Cerebral Palsy Resources

Geralis, E. *Children With Cerebral Palsy: A Parent's Guide*. Rockville, MD: Woodbine House. 1991. (Telephone: 800-843-7323)

Metzger, L. *Barry's Sister*. New York: Puffin. 1993. (A book for children ages 10 and up. The story line is about a child with cerebral palsy and his sister.) (Telephone: 800-253-6476)

Weiss, S. *Each of Us Remembers: Parents of Children With Cerebral Palsy Answer Your Questions*. Washington, DC: United Cerebral Palsy Associations, Inc. 1993. (Telephone: 202-776-0406)

Organizations

United Cerebral Palsy Associations, 1660 L St. NW, Suite 700, Washington, DC 20036; 202-776-0406

Epilepsy Resources

Ellis, G.J., and Trusz-Parks, S. *Epilepsy: Parent and Family Networks Resource Manual*. Landover, MD: Epilepsy Foundation of America. 1993. (Telephone: 301-577-0100)

Epilepsy Foundation of America. *Brothers and Sisters: A Guide for Families of Children With Epilepsy*. Landover, MD: Epilepsy Foundation of America. 1992. (Telephone: 301-577-0100 for publications)

Epilepsy Foundation of America. *Issues and Answers: A Guide for Parents of Children With Seizures, Ages Six to Twelve.* Landover, MD: Epilepsy Foundation of America. 1993. (Telephone: 301-577-0100 for publications)

Freeman, J.M., Vining, E., and Pillas, D.J. *Seizures and Epilepsy in Childhood: A Guide for Parents* (rev. ed.). Baltimore, MD: The Johns Hopkins University Press. 1993. (Telephone: 800-537-5487)

Karp, N., and Ellis, G.J. (Eds.). *Time Out for Families: Epilepsy and Respite Care*. Landover, MD: Epilepsy Foundation of America. 1992. (Telephone: 301-577-0100 for publications)

Kobrin, E.R. *Issues and Answers: A Guide for Parents of Teens and Young Adults With Epilepsy*. Landover, MD: Epilepsy Foundation of America. 1991. (Telephone: 301-577-0100 for publications)

Reisner, H. (Ed.). *Children With Epilepsy: A Parent's Guide*. Bethesda, MD. 1998. (Telephone: 800-843-7323)

Organizations

Epilepsy Foundation of America, 4351 Garden City Drive, Suite 406, Landover, MD 20785; 301-459-3700, 800-EFA-1000 (toll free), 301-577-0100 for publications; e-mail: postmaster@efa.org; Web address: www.efa.org

National Institute of Neurological Disorders and Stroke, National Institutes of Health, Building 31, Room 8A06, 9000 Rockville Pike, Bethesda, MD 20892; 301-496-5751, 800-352-9424

7. Resources for Visual Impairments

Resources

American Printing House for the Blind, P.O. Box 6085, 1839 Frankfort Ave., Louisville, KY 40206-0085; 502-895-2405; www.aph.org

"Assisting People With Vision Loss." The Guild (800-284-4422), 2000. (A short illustrated list of dos and don'ts)

Corn, Anne L., Cowan, Chris M., and Moses, Elaine. *You Seem Like a Regular Kid to Me*. American Foundation for the Blind Press. 1988. (800-232-3044)

Corn, Torres and Anne L. *When You Have a Visually Handicapped Child in Your Classroom*. American Foundation for the Blind Press. 1990. (800-232-3044)

Science Activities for the Visually Impaired. Lawrence Hall of Science, University of California, Berkeley, CA 94720; 510-642-8941; www.lhs.berkeley.edu/FOSS/SAVI_SELPH.html

Sighted Guide Techniques Offer Simple Help. Braille Institute. 1998.

Tannenbaum, Robin L. *A Different Way of Seeing*. American Foundation for the Blind Press. 1984. (800-232-3044)

Organizations

The American Foundation for the Blind, 11 Penn Plaza, Suite 300, New York, NY 10001; 212-502-7600; www.afb.org

American Occupational Therapy Association, 4720 Montgomery Lane, Bethesda, MD 20814-3425; 301-652-2682

American Printing House for the Blind Inc., 1839 Frankfort Ave., P.O. Box 6085, Louisville, KY, 40206-0085; 502-895-2405

Associated Services for the Blind, 919 Walnut St., Philadelphia, PA 19107; 215-627-0600; www.asb.org

Association for Education and Rehabilitation of the Blind and Visually Impaired, 4600 Duke St., No. 430, P.O. Box 22397, Alexandria, VA 22304; 703-823-9690; www.aerbvi.org

The Hadley School for the Blind, 700 Elm St., Winnetka, IL 60093; 847-446-8111; www.hadley-school.org

Howe Press of Perkins School for the Blind, 175 North Beacon St., Watertown, MA 02472; 617-924-3434; www.perkins.pvt.k12.ma.us

Lawrence Hall of Science, University of California, Berkeley, CA 94720; 510-642-8941; www.lhs.berkeley.edu

The Lighthouse of Houston, 3602 West Dallas, 77019, P.O. Box 130435, Houston, TX 77219-0435; 713-284-8435; www.thelighthouseofhouston.org

National Braille Association, 3 Townline Circle, Rochester, NY 14623-2513; 585-427-8260; www.nationalbraille.org

National Library Service for the Blind and Physically Handicapped, Library of Congress, 1291 Taylor St. NW, Washington, DC 20542. Contact by telephone: 202-707-5100 or by e-mail at nls@loc.gov; www.loc.gov/nls

Prevent Blindness America, 500 East Remington Road, Suite 200, Schaumburg, IL 60173; 800-331-2020

Recording for the Blind & Dyslexic, 20 Roszel Road, Princeton, NJ 08540; 866-732-3585 or 800-221-4792; www.rfbd.org

8. Resources for Cognitive, Intellectual, and Developmental Disabilities

Down Syndrome Resources

Brill, M.T. (1993). *Keys to Parenting a Child With Down Syndrome*. Hauppauge, NY: Barron's Educational Series. (Telephone: 1-800-645-3476.)

Disabilitysolutions.org – information and monthly newsletters.

Gibbs, B., and Springer, A. (1993). *Early Use of Total Communication: Parents' Perspectives on Using Sign Language With Young Children With Down Syndrome* (a video). Baltimore: Paul H. Brookes. (This video comes with an introductory guide to total communication for parents; the guide is also available separately.) (Telephone: 1-800-638-3775.)

National Down Syndrome Society. www.ndss.org

National Down Syndrome Congress, www.ndsccenter.org

Pueschel, S.M. (Ed.). (1990). *A Parent's Guide to Down Syndrome: Toward a Brighter Future*. Baltimore, MD: Paul H. Brookes. (Telephone: 1-800-638-3775.)

Uhruh, J.F. (1994). *Down Syndrome: Successful Parenting of Children with Down Syndrome*. Eugene, OR: Fern Ridge Press. (Telephone: (503) 485-8243.)

Woodbine House (Telephone: 1-800-843-7323), www.woodbinehouse.com, publishes numerous books, which are available through bookstores and online, on Down syndrome, including:

- Differences in common: Straight talk about mental retardation, Down syndrome, and life (1991)

- Nutrition and fitness for children with Down syndrome: A guide for parents (1993)
- Communication skills in children with Down syndrome: A guide for parents (1994) Medical and surgical care for children with Down syndrome: A guide for parents (1995, May)

Resources

Practical Guide for Teaching Mentally Retarded to Swim, A, American Alliance for Health, Physical Education, and Recreation, Washington, D.C., 1969

The following publications may be obtained from The Arc (formerly Association for Retarded Citizens of the United States), 1010 Wayne Ave., Suite 650, Silver Spring, MD 20910.

- 10 Steps to Independence: Promoting Self-Determination in the Home, No. 10-9, (Flier. Single copies free, or quantity at a small cost)
- *Together Successfully: Creating Recreational and Educational Programs That Integrate People With and Without Disabilities,* No. 30-15 (120 pages, small cost)
- The Importance of Friendships Between People With and Without Mental Retardation, No. 101-29 (Fact sheet. Single copies free)
- Siblings: Brothers and Sisters of People Who Have Mental Retardation, No. 101-37 (Fact sheet. Single copies free)

Organizations

The Arc (formerly the Association for Retarded Citizens), 1010 Wayne Ave., Suite 650, Silver Spring, MD 20910; 301-565-3842

National Multiple Sclerosis Society, 733 Third Ave., New York, NY 10017; 800-344-4867

9. Organizations and Web Sites for Disabilities

Access Unlimited	www.accessunlimited.com
American Association of People with Disabilities	www.aapd.com
Americans with Disabilities Act Document Center	www.jan.wvu.edu/links/adalinks.htm
Autism Society of America	www.autismsociety.org
Canine Companions for Independence	www.caninecompanions.org
Children and Adults With Attention Deficit Disorders	www.chadd.org
Civitan International Research Center—University of Alabama at Birmingham	www.circ.uab.edu
Disabled Boys Games	www.inquiry.net/outdoor/games/disabled
Easter Seals	www.easterseals.com
Family Empowerment Network—Down syndrome	www.downsyndrome.com
Goodwill Industries	www.goodwill.org
Learning Disabilities Association	www.ldanatl.org
MAINSTREAM online—news, advocacy and lifestyle e-zine for people with disabilities	www.mainstream-mag.com
MOVE International	www.move-international.org
The National Dissemination Center for Children With Disabilities	www.nichcy.org
National Organization on Disabilities	www.nod.org
National Sports Center for the Disabled	www.nscd.org
North American Riding for the Handicapped Association	www.narha.org
Parent Advocacy Coalition for Educational Rights	www.pacer.org
Special Olympics	www.specialolympics.org
Very Special Arts	www.vsarts.org

XII. Best Practices and Additional Resources

XII

A. Article—"Scouting and Cognitive/Emotional Disability"

By Timothy J. Makatura

Scouts with cognitive/emotional disabilities present a unique set of issues and challenges to their leaders. However, increasing knowledge of the specific disability, methods of intervention and BSA policies regarding these issues will put the leader in a much better position to deal effectively with these challenges. The following information is presented as a first step to provide Scout leaders with some basic skills and information regarding these disabilities.

Practical Steps to Assist Scouts With Cognitive/Emotional Disability

1. **Increase awareness that the Boy Scouts of America makes special accommodations for Scouts with ADHD/autism and other cognitive/emotional disabilities.** The first step in assisting Scouts with ADHD, autism or any other disability is to increase awareness of what is available within the BSA. It is best to provide this information during recruitment.
2. **Clarify/verify the diagnosis.** In order to qualify for alternative requirements, a diagnosis *must* be made by a psychiatrist, psychologist, pediatrician, family physician or neurologist. This diagnosis helps to clarify the disorder but also helps to rule out other causes for the behavior. This diagnosis provides a name for the particular disability and the diagnostic report, which the Scout leader should have the opportunity to review, may also include general information about the disability, a behavioral description and recommendations for treatment.
3. **Talk with the parents or guardians regarding services provided in the home and school.** Most of the activities in Scouting tend to be educational or social and it is important to create the most effective environment for these activities. Since schools and parents provide the child's learning environment, it is important to identify any special services or accommodations that are being provided in the home or classroom environment. These services should be considered when structuring the den or troop activity.
4. **Find out about the particular disability.** There are a number of resources to find out about any disability through the National Institute of Health, local agencies, hospitals and support groups.

A brief review of ADHD and autism is provided below:

Attention deficit hyperactivity disorder occurs in many forms. It does not have clear physical signs that can be seen in an x-ray or a lab test. Rather, ADHD is diagnosed on the basis of certain characteristic behaviors that may differ slightly from one person to another. Scientists have not identified a cause behind all the different patterns of behavior associated with ADHD. Currently, ADHD is a diagnosis for children and adults who consistently display certain behaviors over a set period of time. These behaviors tend to fall into three categories: inattention, hyperactivity, and impulsivity. But not everyone who demonstrates behavior that is hyperactive, inattentive, or impulsive has an attention disorder. The frequency, intensity and duration of these behaviors must be taken into account. This is the reason that specialists are required to diagnose this disorder. (American Psychiatric Association, 2000)

Autism is a brain disorder that typically affects a person's ability to communicate, form relationships with others, and respond appropriately to the environment. Some people with autism have average speech and intellectual skills while others are mentally retarded, mute, or have serious language delays. For some, autism makes them seem closed off and shut down; others seem locked into repetitive behaviors and rigid thinking patterns. Persons with autism do not have exactly the same symptoms and deficits but they tend to experience problems in the area of social-interactive skills, communication, motor, and sensory skills. There are also repetitive and obsessional styles of behavior that are associated with autism. Most children with autism seem to have tremendous difficulty learning to engage in the give-and-take of everyday human interaction. This problem may become evident even in the first few months of life when the child does not interact or may avoid eye contact. There is also difficulty in interpreting facial expression or gestures. (American Psychiatric Association, 2000)

5. **Find out about the specific disability.** Learning about a specific disability like ADHD or autism is beneficial; however, there may be significant differences between individuals with the same diagnosis. Therefore, it is important to find out specific information about the cognitive/emotional condition from the parents. With their permission, it is also beneficial to get specifics about the individual's behavior from teachers, therapeutic workers and guidance counselors.

   From this information, you should be able to determine inappropriate behaviors as well as triggers for these behaviors. Find out what is being done in the home and in school to address these behaviors. Solicit suggestions from parents and professionals regarding methods to work effectively with the Scout.

6. **Initiate accommodations in the den/pack/troop meetings and outings.** There are a number of ways to develop and carry out accommodations for Scouts with cognitive disabilities. Here are a number of suggestions:
   - Approach every meeting and outing with a positive attitude.
   - Ensure the safety of all Scouts. It is best to have the parent attend meetings with the Scout and provide supervision and/or interventions during the Scout meeting. The Scout leader may then decide when that supervision can be lessened or withdrawn.
   - The parent and Scout leader should determine rules of behavior and consequences for inappropriate behavior in advance. They should also determine if any accommodations should be made for the tasks addressed in the meeting.
   - The Scout leader should review with the group of boys what is expected from them when inappropriate behavior occurs.
   - The Scout leader should inform the parent of the activity a few days in advance so that the child may be better prepared for the activity.
   - The Scout with a cognitive/emotional disability may need some special accommodations or strategies to help them learn. Many of these accommodations and strategies are simply good teaching methods.

7. **Review modification of requirements for membership and advancement.** The following are the guidelines for membership and advancement in Scouting for persons having disabilities or other special needs.

The Boys Scouts of America follow the definition of disability that is presented in the American with Disabilities Act of 1990. It states that:

"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 impairment, or is regarded as having such an impairment" (www.ada.gov).

This definition includes individuals with severe and chronic mental or physical conditions. The ADA also protects individuals who have a record of disability but have recovered or shown significant progress.

Suggested Teaching Strategies

1. Tell the Scouts in advance what they will learn.
2. Provide a combination of visual, written, and oral instructions since these help the Scout to focus and remember the key parts of a learning activity.
3. Repeat instructions often.
4. Break large tasks into sets of smaller tasks or steps and monitor for completion of each step. Make a written list of these steps and allow the Scout to cross off each step as it is completed. This method may also be used for any number of tasks.

5. Work on one step at a time.
6. Allow for extra time for some Scouts to compete certain steps.
7. Have different (and adjustable) activities for faster and slower learners.
8. Try to provide a quiet area with limited distractions.
9. Create a routine and expectations for each meeting.
10. Plan short breaks.
11. Provide an area or time where the Scouts can move around and release excess energy.
12. Establish a clearly defined and posted system of rules and consequences for behavior.
13. A card or a picture may serve as a visual reminder to use the right behavior, like raising a hand instead of shouting out, or staying in a seat instead of wandering around the room.
14. Accept and praise each boy's best effort in keeping with the Scout Oath. Never make comparisons.
15. Help everyone to understand that while fair means giving everyone what he needs, it is not necessarily equal. (Weinstein, 1994)

Cub Scout Program

There are no alternative guidelines for Cub Scout advancement for Scouts with cognitive or emotional disabilities. However, some modifications may be made since many of the requirements are signed by the parents. In keeping with the spirit of the alternative requirements suggested for the Boy Scout program, I would suggest the following:

1. Allow the Scout to complete as many standard requirements as possible.
2. Any modification of requirements should be fostered by the motto "Do Your Best" and allow the Scout to perform at the highest level of his ability.
3. The Unit leader and parents should determine appropriate modifications before starting the advancement process.

Boy Scout Program

For the Boy Scouts, all current requirements for an advancement award must be actually 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.

(Timothy J. Makatura is a licensed psychologist and Webelos leader with Pack 258, Greater Pittsburgh Council. He previously served as a member of Troop 92, Campbell, Ohio, as well as a Brotherhood member of the Order of the Arrow and camp staff at Camp Stambaugh, Mahoning Valley Council. Send any questions regarding this article to timcapp@att.net.)

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B. Article—"Filling a Community's Special Needs"

(*Scouting* Magazine, October 2000 issue)
By Carolyn Collazo

For more than three decades, a Youngstown, Ohio, troop, like a loving, extended family, has made Scouting available to young men with mental and physical disabilities.

In the late 1960s, Mike Magalotti was unable to find a Boy Scout troop in the Youngstown, Ohio, area that could meet the needs of his brother, Donald, a boy with mental retardation. Magalotti then joined forces with two of his fellow instructors from the Mahoning County program for persons with mental and developmental disabilities and started Troop 3.

With instructor Dave Virtue serving as its first Scoutmaster, the troop welcomed young men with mental, and also, in some cases, physical disabilities. And it wasn't long before Troop 3 began to have an impact on the lives of its Scouts, its leaders, and the northeastern Ohio communities it touched.

A Spirit of Helpfulness

Through three decades the special-needs troop in the BSA's Greater Western Reserve Council has

become an extended, loving family whose members are recognized as exemplifying the finest traits of Scouting.

Most of the Scouts in Troop 3 are men in their 30s and 40s; some have been with the troop for two decades or longer. And in June 1999, five of them achieved what some had once considered impossible—earning their Eagle Scout Awards. (See the story below.)

During the emotional Eagle court of honor, Tommy Wills, 31, had trouble getting out of his seat to receive his award. Robert Nick and the three other new Eagles hurried to assist him.

Troop leaders noted how the incident demonstrated the way the Scouts of Troop 3 are aware of each other's abilities and disabilities and are always ready to help one another.

This spirit of helpfulness extends beyond the troop's own membership; it is one of many reasons other Scout troops and the community look forward to participating in activities with this special group.

"They are honest about everything they do, and strive to do 100 percent," said Bob Wilson, a Troop 3 assistant Scoutmaster, Silver Beaver Award recipient, and now Whispering Pines District unit commissioner. "They are a loving, caring, and appreciative group that I would rather work with than [almost any other unit]."

In 1968, the troop held its first meetings in Youngstown at the Leonard Kirtz School for students with mental retardation, where Mike Magalotti was a teacher. They later settled in at the Western Reserve United Methodist Church in Canfield, and have met there for the past 11 years.

John Trimboli, secretary treasurer of the Mahoning County Council 233, United Commercial Travelers of America, has held the troop's charter since his son, Mike, joined. Mike, who is now 57, is still an active member.

Timmy Gilboy joined in 1969 and brought along his older brother, Marty, who became Scoutmaster in 1977 and led the troop for 20 years. Marty continues as an assistant Scoutmaster and Tim is one of the troop's five Eagle Scouts.

Walter Wills became active in Troop 3 in 1979 when his son, Tom, then 12, was unable to keep up with a mainstream troop. Walter became an assistant Scoutmaster and, in 1992, committee chairman.

The troop is constantly looking for more members. Walter Wills goes after possible recruits "wherever I see them—at the Special Olympics, bingo nights, the county schools, workshops, and special events for the disabled."

The troops' favorite activities include fishing, bowling, miniature golf, eating, and camping. In 1976 the Scouts traveled to Philmont Scout Ranch in New Mexico; in 1985, they attended the Canadian national jamboree in Guelph, Ontario.

In summer, they attend a camp in Pennsylvania that offers special accessibility for campers with disabilities. For example, on hikes and other camp outings, Eagle Scout Joe Chiricosta, who walks with crutches, rides a special bicycle which pulls a small trailer that holds the Scout's gear.

A major troop service project is an annual disability awareness program at the Canfield Fair. Fairgoers learn more about the nature of disabilities by using a wheelchair to navigate an obstacle course or wearing a blindfold and using a cane while walking a balance beam.

Other community activities include marching in area parades, providing an honor guard for the Leonard Kirtz School graduation and Special Olympics opening ceremonies, and assisting the annual Knights of Columbus "Measure Up" campaign in support of adults with mental retardation.

Members of the community, in return, offer their time and help. Some examples: Austintown firefighters conduct sessions on fire safety, while police officers do the same for citizenship; a photographer offers tips on using a camera and a middle-school teacher gives art lessons; Youngstown State University makes its planetarium available.

Troop 3 leaders have guided the Scouts in learning self-confidence and pride. The Scouts know what they can do, how to better take care of themselves; and some are able to live more independently. And the leaders have learned patience and understanding, and to rejoice in each Scout's small but important victories.

Assistant Scoutmaster Bob Wilson recalls a visit to Camp Stambaugh. The Scouts were playing touch football; but upon seeing him approaching, the whole troop broke into a run. Shouting, "Mr. Wilson! Mr. Wilson!" they lavished him with greetings and hugs.

"I was hooked," Wilson recalls.

Later, when Bob Wilson married, his best man was Bob Lash, a Scout from Troop 3. And in 1997, his wife, Patty Wilson, became Troop 3's fourth Scoutmaster.

Troop 3 Celebrates Its First Eagle Scouts

In October 1998, five Eagle Scout candidates in Troop 3 began their Eagle projects in Berlin Reservoir. Despite some of the worst winter weather that Ohio could throw at them, the five completed their efforts before the end of the following January and were ready to become the first Eagle Scouts in the troop's 31-year history.

Park rangers cooperated by suggesting suitable projects that would assist visitors or improve wildlife habitat. Assistance was also available from Pete O'Connell and the Army Corps of Engineers. "The Scouts were enthusiastic over their projects, and the results show," said O'Connell. "For example, the benches installed in the camping area are great and are being well used."

The benches were the project of Tim Gilboy, 43. Of his 30 years in Troop 3, he especially remembers a 1976 trip to Philmont Scout Ranch in New Mexico. "Troop 3 went to Philmont, and we [went on] a big hike in the woods in the wild," he recalled. "I enjoyed the adventure."

The other Eagle Scouts and their projects included:

- Bob Lash, 43, a Scout for 30 years. His project involved building and installing nesting boxes for wood ducks. His health kept him from being present when the boxes were installed, but he kept control of the project by phone, relaying such directions as "Make sure the Scouts keep moving so they don't get cold," through Whispering Pines District Unit Commissioner Bob Wilson.
  "I joined the Boy Scouts in 1969, and I enjoy it very much," Bob said. "I like the camp-outs. We have worked on many badges; all have been challenging and fun."
- Bob Nick, 34, a Scout for 15 years, intended to collect Christmas trees to place in a lake as fish attractors. Extreme winter weather forced a change to installing brush piles for small wildlife habitat, which park rangers will utilize during their nature education walks.
  "Since becoming a Boy Scout, my main goal has been to become an Eagle Scout," Nick said. "I enjoy everything about the Scouts, including the camping trips, fund-raising, weekly meetings, and, most importantly, the friendships I have made."
- Joe Chiricosta, 41, said this about his 15 years as a Scout: "Scouting is one of the most important things that I do. I feel lucky to be able to be a Scout." His Eagle project was building and installing bluebird nesting boxes.
- Tom Wills, 31, has been a Scout for 20 years. "I have been with Troop 3 since 1979, and I want to stay with it," he said. His project—pruning 15 apple trees in a previously untrimmed wild area—helped prolong tree life while making the area safer and more attractive for park visitors.

(Carolyn Collazo lives in Warren, Ohio. Part of this article was adapted from a feature she wrote for the *Town Crier*, a local suburban community newspaper.)

C. Article—"Unit Leaders and ADD"

(*Scouting* Magazine, October 2000 issue)
By Bill Sloan—Illustrations by Joe Snyder

Effectively defusing problems caused by a behavioral disability like attention deficit disorder requires specialized knowledge, flexibility, and lots of patience.

This is the true story of two Boy Scouts, "Donnie" and "Danny." It has two strikingly different endings, one happy and hopeful, the other scarred and sad. And with minor variations, the story will be repeated, ending one way or the other, in hundreds of similar situations across the nation.

Donnie: A Troublesome Problem

Donnie was a bright youngster who did well in school. In Scouting, he advanced steadily in rank, and at age 14, he was a Life Scout working on his Eagle Scout requirements.

But Donnie's behavior was a troublesome problem. His Scoutmaster and other troop leaders were stumped for a solution. The harder they tried to come to grips with his behavior, the more irritating and frustrating it became.

At troop meetings, Donnie couldn't seem to contain himself. He was always interrupting and doing something silly. Sometimes he'd take off his shoes and throw them against the wall (and occasionally at someone). Then he'd yell "Oops" and go chasing after them.

Other times, he'd storm angrily out of the room for no apparent reason. Or he might wander off by himself in the middle of an activity.

The Scoutmaster repeatedly called Donnie aside to ask the same puzzled questions: "What's the matter with you, Donnie? Why can't you act right?"

Donnie's response was always the same: "I don't know. I'm sorry."

"Well, you'd better cut it out," the Scoutmaster warned. "I don't want to have to tell you again."

But eventually Donnie would repeat his disruptive behavior, and the scene with his Scoutmaster would be replayed.

Donnie loved campouts, but outdoors, his behavior caused even more trouble. He might show up barefoot to start a five-mile hike or jump into the lake for an unauthorized swim while the troop was eating lunch. When time came to break camp and head for home, he would be found a half-mile away, sitting in a tree doing birdcalls.

Eventually, the Scoutmaster's patience ran out. "I've had it," he told Donnie after one particularly trying weekend. "You're banned from any more campouts until you learn to behave."

The ban stretched over the next three months. Donnie turned 15 during that time, but his tendency to act like an unruly 5-year-old only intensified. The Scoutmaster had an urgent talk with Donnie's parents, but the boy's father shrugged off the matter.

"Boys will be boys," Donnie's dad said. "There's nothing wrong with my son. He's no different than I was when I was his age."

The Scoutmaster finally told the troop committee that he couldn't take it any longer. "Either Donnie goes or I do," he declared.

The following week, Donnie was removed from the troop and told not to come back. Not long afterward, his life began a downward spiral. Months later, he was arrested for marijuana possession and placed on probation. Within a year, he dropped out of school. Then he was caught burglarizing a house and sent to a juvenile detention home.

Danny: A Positive Understanding

Meanwhile, hundreds of miles away in rural Maryland, a boy named Danny was going through experiences that closely paralleled Donnie's. Fortunately, though, Danny's story was destined to have a much more positive outcome. The difference can be summed up in a single word: understanding.

Danny was also a 14-year-old Life Scout who was trying hard to earn his Eagle Scout Award when behavior problems interfered. In this case, however, Danny's father, longtime Scouting volunteer and former Scoutmaster Mike Adelson, realized something was wrong.

"At first, we tried to convince ourselves that Danny's problem was just being 14 years old," Mike recalls. "He had some difficulty with language that we attributed to persistent ear infections that affected his hearing when he was young. But he had an unusually hard time staying focused on anything, too, and he also had a short fuse and lost his temper very easily. We took him to a counselor who recommended that we have him tested."

The tests showed that Danny suffered from attention deficit disorder, or ADD, a neurological disturbance that affects a vast number of American youngsters, but which often goes unrecognized—as it had in Donnie's case.

For Danny, the diagnosis of ADD may have been the most important breakthrough of his life. Medication brought his most pronounced symptoms under control, and with help from his teachers, he was able to make major improvements in his schoolwork. And when his troop leaders learned of the diagnosis, they arranged to make slight alterations in the standard procedures in qualifying for Eagle to allow Danny to compete "on a level field" with other Eagle candidates.

"All he needed was a little extra time to answer the questions at his board of review," Mike explains. "And instead of bombarding him with questions from all directions at once, the board members asked them one at a time."

In April 1999, Danny passed his Eagle Scout board of review with flying colors, and at a court of honor in June, he was awarded Scouting's highest rank.

Needed: A Multifaceted Approach

Nobody can say for certain how many American youngsters—much less how many Boy Scouts and Cub Scouts—have ADD and a closely related condition known as hyperactivity disorder. But most researchers estimate that these two biochemical neurological conditions affect from 5 percent to 7 percent of children and adolescents, striking roughly twice as many boys as girls.

ADD and HD were first diagnosed more than a century ago, notes Sarah R. Lilja, a licensed social worker and St. Paul–based authority with many years of experience with ADD/ADHD and behavior disorders. As early as the late 1800s, Dexedrine and other stimulants were used with some success to treat the conditions, but only within the past decade or so have the disorders been linked to brain chemistry.

"Stimulants like Ritalin and Dexedrine are still widely used to treat ADD/HD," Lilja says, "but we

now know that the problem is far more complex than originally thought.

"It's often an inherited condition," she said, "so when a child has trouble and his father says, 'He's just like I was at that age,' he's often right."

Medication alone is never the complete answer, however, and overmedication can do more harm than good, Lilja says. "A multifaceted approach is needed to build survival and coping skills in the child and those around him," she emphasizes. "It takes understanding and cooperation among parents, teachers, and other major figures in the child's life."

The disorders are being spotted more frequently today among first- and second-graders, mainly because of increased awareness among educators. But symptoms tend to grow more noticeable and acute as schoolwork gets more difficult in the middle and upper grades.

Some youngsters may "outgrow" ADD/HD as they mature, but more likely, they simply learn to adjust. "About a third of these kids say their symptoms no longer bother them by the time they reach their early 20s," says Lilja, "but the other two-thirds continue to struggle as adults."

While nearly all children are at one time or another disruptive, boisterous, or inattentive, Lilja notes, the ADD/HD sufferer can usually be identified by some or all of the following characteristics:

1. Being profoundly "out of sync" with surroundings and companions
2. Behaving very impulsively; not thinking ahead
3. Living for "right now" with no concept of future consequences
4. Blurting out random thoughts, no matter how inappropriate
5. Showing frequent aggressiveness or anger toward others
6. Wandering aimlessly, climbing on furniture, being unable to sit still
7. Becoming fixated on a single objective; being unable to shift from one activity to another

"Imagine yourself sitting in a room with 20 different TVs playing on 20 different channels all at once," explains Lilja, "and you'll get an idea of what's happening with an ADD/HD child. All the TVs are screaming for the child's attention, but he or she can't tell which one to watch and doesn't know how to tone down the others. Instead of having too little attention, these children actually have too much."

Help for Leaders

It's not unusual for a pack or troop to have at least one disruptive member. But identifying boys with diagnosable ADD/HD is no easy task, and effectively defusing the problems that can result requires specialized knowledge, a flexible approach, and, usually, lots of patience.

Equipping adult leaders for these challenges is a primary focus of "Working With Scouts With Disabilities," the training conference held every summer since 1996 at the BSA's Philmont Training Center in New Mexico. The weeklong conference covers a wide range of mental and physical disabilities, but the 1999 session was the first with special emphasis on recognizing and dealing with ADD/HD.

Scouters from 16 councils in 13 states, from New York to Hawaii, were urged by course director Walter M. (Buster) Brown III to take the lead in organizing and/or strengthening special-needs committees in their local councils and districts. "A small group like us can have a major impact," he told them. "We can become models for all the other councils."

Scouting's awareness of "nonvisible" disabilities such as ADD/HD is increasing greatly, said Brown, who is a 40-year Scouting volunteer in North Carolina's Old North State Council and former chairman of a national BSA committee on Scouts with disabilities. He noted that the first BSA literature specifically addressing ADD/HD has been developed, and information about the disorder is included for the first time in the *Scoutmaster Handbook*.

"Now we need to go further," he said. "Ideally, every council in the country should have its own committee on disabilities or special needs. And ideally, boys with ADD/HD should be in mainstream troops and packs, not in segregated ones. But many adult leaders of regular units are scared to take on kids with disabilities—I would've been, too, when I first started out as a Scoutmaster—so a big part of our job is convincing them to try."

Learning How to Cope

The message to leaders of traditional units—which is where most boys with behavioral disorders show up—is that they can handle kids with these problems, says Jane Grossman. A volunteer Scouter who serves as commissioner for special needs in the Greater St. Louis Area Council, she taught the 1999 Philmont course.

"It's just a matter of learning how to cope," Grossman says. "'Special' boys and 'normal' boys are really more alike than different. If you focus on the sameness and figure out how to reduce the differences, you can help each boy create his own success story."

A former speech therapist who began her career as a Scout leader 17 years ago when her son was a Tiger Cub, Grossman worked with a professional behavioral scientist to develop one of the nation's first comprehensive programs to train other volunteer leaders in dealing with ADD/HD. The three-hour program has been used extensively and with wide success among Scoutmasters and Cub Scout leaders in her council.

"We're not medical people, and we can't deal with the basic medical disability," she says, "but we can deal with the symptoms and the problems it causes. It's vital for us to recognize the difference. Then our first goal should be involving both the boy and his parents in finding the solution."

Working With Parents

Unfortunately, some parents are resistant to the idea that their son has a special need or disability, she says, noting that some "are so hungry for their child to be normal" that they avoid acknowledging a condition, even after diagnosis.

"It's never easy to tell parents that their child is a constant source of disruption," says Grossman. "My approach is to turn it around and say, 'I have a problem in knowing how to deal with your son.'" You don't want to antagonize parents; you want their help.

When you talk about the problem, be specific: He hit another kid. He was late, etc. And have the boy sit in when you talk to the parents. This eliminates all the "he said-she said" third-party stuff.

As the father of a son with ADD and chairman of a local group called Scouting Unlimited for Scouts With Disabilities, in the National Capital Area Council, Mike Adelson sees the need for flexibility in dealing with boys with behavioral disorders. At the same time, he firmly opposes tossing out all the rules in order to accommodate them.

"When I meet with parents who take a 'boys-will-be-boys' stance, I ask them if they apply this same attitude to what their son does in school or church," Adelson says. "I explain to them that Scouting is about a lot more than just camping and having fun, that it also prepares a boy to be a responsible citizen."

A Negative Ripple Effect

When a boy is lost to Scouting because of a leader's inability to deal with ADD/HD, the price can be high, with the aftereffects spreading in poisonous ripples to mar dozens of other lives.

"We lost an entire troop in the Kansas City area because nobody could figure out what to do with one behavior-problem kid," says Buzz Shepard, who works with special-needs Scouts in the Heart of America Council. "We can't be satisfied with doing damage control after the fact in situations like these."

To improve Scouting's success rate with ADD/HD boys, BSA councils must answer two key questions, Jane Grossman emphasizes: "One, how do we get unit leaders interested in helping special-needs kids? And, how do we keep kids with behavioral disorders in Scouting?"

It won't happen overnight, those who attended last summer's Philmont course agree—but it will happen.

"A small group like this can do wonders," says Adelson. "Most councils are cognizant of the problem, and with education and training, we can find a solution. The seeds are being planted, and I like to think the 'harvest' will come one boy at a time."

A Guide to Successful Unit Meetings

The following guidelines were adapted from the Greater St. Louis Area Council's program on dealing with special-needs Scouts:

- Always have a positive attitude.
- Write out and post rules where boys can see them, but make consequences fit the individual boy and situation.
- Have different (and adjustable) activity levels for fast and slow learners.
- Give extra attention where needed; use parents and buddies to help.
- Help everyone understand that while fair means giving everyone what he needs, it is not necessarily equal.
- Accept and praise each boy's best effort in keeping with the Scout Oath. Never make comparisons.
- Avoid saying "don't" or "stop that." Give positive alternatives instead.
- Stick to viable discipline options.

D. "Sample" Pack Manual

The outline below is what you might want to include in a unit manual to share with the members of your unit on the policies, procedures, and resources available to assist with working with youth with disabilities.

Unit_________—Anytown, USA__________Council

Table of Contents (Suggested)

I. Overview
- A Few Words From Our Unit Leader

II. BSA Policy
- Membership Policy for Youth With Disabilities
- Membership Rules
- Advancement for Youth Members With Disabilities

III. Unit Policy
- Fully Compliant With National BSA Policy
- Temporary Versus Permanent Disabilities
- Disclaimer for Unforeseen Omissions

IV. Recognition of Needs

V. Events and Accommodations

VI. Disability Considerations
- Scouting for the Hearing Impaired
- Scouting for the Blind and Visually Impaired
- Scouting for Youth With Physical Disabilities

VII. Wheelchair Accessibility

IX. Other Disabilities

X. Contact List

XI. Glossary

This document was drafted on (date) for the leadership and parents of (unit and number) of Anytown, USA.

Overview

(Present brief history of Scouting for Youth With Disabilities)

Our unit is committed to programs for all Scouts, Scouters and parents who are involved in or have an interest in providing a Scouting opportunity for youth with disabilities.

A Few Words From Our Unit Leader

(Name) is the unit leader of (unit) ____. I am committed to the growth and development of young people through Scouting. The following are a few words on our position in regard to Scouting and disabilities:

"We are all individuals—no two of us are alike. We all have special talents and abilities that contribute to our 'uniqueness.' We also all have disabilities—things that we can't do as well as others. Our disabilities might be simple things such as requiring glasses to see clearly or not being able to run as fast as someone else. But sometimes our disabilities are more pronounced and really impact the way that we experience life.

"A Scout with a severe disability wants to go camping, race pinewood derby® cars, tie knots, and earn advancement just like all the other Scouts. By reading this handbook you'll be in a much better position to help him achieve that goal. Thank you for all you do for Scouting and a special thank you for going the extra mile with your disabled Scouts."

BSA Policy

Membership Policy for Youth With Disabilities

The Boy Scouts of America has a strong policy of inclusion and fairness for boys with disabilities. This is outlined in Article XI of the national charter, stated below:

Clause 20 of Article XI, Section 3, of The Rules and Regulations of the Boy Scouts of America reads: (Cite the exact wording from the section on rules and regulations).

Membership Rules

The chartered organizations operating Scouting units determine, with approval from appropriate medical authorities, whether a youth member is qualified to register (based on the above definitions) beyond the normal registration age. The unit leader's signature on the Scout application or on the unit's charter renewal application certifies 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. This is recorded on the Personal Health and Medical Record Form. These forms can be obtained from the Cubmaster or the council office.

Any corrective measures, restrictions, limitations, or abnormalities must be noted. In the case of mentally challenged or emotionally disturbed candidates applying for membership, a licensed psychologist or psychiatrist must certify their condition. 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 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 American With Disabilities Act of 1990 provides the following definition of an individual with a disability: (Cite the latest definition briefly here).

Unit Policy

Fully Compliant With National BSA Policy

The policies of the unit are in complete compliance with national, council, and district policies on this issue. As a chartered member in good standing with the council and district, our unit strives to uphold the spirit of inclusion and fairness for all scouts. If any programs or practices come into conflict with BSA policy, they will not be considered valid programs within the unit.

Temporary Versus Permanent Disabilities

The unit differentiates between temporary and permanent disabilities. While special accommodations can be made in programs for permanent disabilities, programs may or may not be changed for a temporary disability (i.e., broken arm, small open wound, cold or flu).

Disclaimer for Unforeseen Omissions

As this unit policy is trying to accommodate as many issues as possible, some items may not be included. This does not mean any items were disregarded. If there are specific items that need to be addressed by the unit, please discuss this with the unit leader.

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 people with disabilities among youth without disabilities, and
2. Encouraging the inclusion of Scouts with disabilities in Cub Scout packs.

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 more than 300 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.

Events and Accommodations

The unit has numerous events scheduled throughout the year. For a complete listing of these events, visit the unit Web site.

Activities to consider include:

Den and Pack Meetings	Banquet	Pinewood Derby®
Family Campouts	Scouting for Food	The Big Trip
Scout Sunday	Summer Camp	Courts of Honor

Each of these events is planned for all Scouts, and special accommodations can be made if discussed in advance with the unit leadership.

Disability Considerations

Disabilities to be considered by the unit include but are not limited to the following categories:

Scouting for the Hearing Impaired

The unit can provide “signers” for unit meetings to enable communication to hearing-impaired Scouts or their parents. While this is not a standard practice for all meetings, accommodations can be made with proper notice to leadership.

Opportunities for the hearing-impaired Scout are not limited to only joining a unit of hearing boys. Training and suggestions are offered to unit leadership at meetings, special activities, and the outdoor program.

The use of visual aids can be incorporated into meetings to assist those with hearing limitations.

For example, during the pinewood derby race event, all results are shown on projected screens as well as announced.

Audio public address systems are used by the unit at all large gatherings to provide loud, clear sound that is easier to understand than low, muffled speech.

Leaders are briefed on how to use relays and other publicly accessible equipment for placing phone calls to Scouts and their families. This does not require the Scout leaders to have any special equipment. For more information on this, please contact your unit leader.

Leaders in the unit are encouraged to carry small notebooks and pens, so that written communication can be provided when other methods are ineffective.

Signing is a language for which Scouts and Scouters can earn an interpreter strip.

Scouting for the Blind and Visually Impaired

The question that every blind Scout and/or his leader should ask is not, “Can I do this activity?” but rather, “HOW can I do this activity?” Remove the word blind, and the question applies to all of us.

The first piece of advice is to discard old notions. Vision is so much a part of most lives that we forget how much we learn by using it, though that knowledge is incomplete without integrating the other senses. Touch, taste, smell, and hearing help compensate for what the sighted person takes for granted or suppresses below some threshold. A light outdoor breeze, fully appreciated, can yield information.

Audio public address systems are used by the unit at all large gatherings to provide loud, clear sound that is easier to understand than low, muffled speech. This may help when visual aids are difficult to see.

Scouting manuals are available in Braille, large print, and on tape. There are also Braille compasses and watches and other tactile training aids. Unit leaders will work to understand the leadership demands in mixed units and the careful balance necessary so that neither leaders nor Scouts do too much for the boy with a disability, which may inhibit his learning.

Blindness is not an impediment to enjoying the fruits of Scouting. Tips for pursuing everyday Scouting are abundant: from pitching tents to knot tying, tactile learning of nature in the outdoors and in controlled situations such as museums, outdoor cookery from the use of a knife, ax, or saw, through the securing of fuel and building a fire, to the preparation of the meal, and, the use of maps and development of compass skills.

Scouting for Youth With Physical Disabilities

Scouting is for all youth; some just accomplish things differently. The fact is it requires some skill and patience to work with youth with disabilities.

Why is Scouting good for youth with disabilities? Well, they have needs that Scouting can help fulfill and it provides others with the opportunity to learn from their attitudes. Scouting provides physical benefits and teaches all of us “to recognize a disabling condition as normal and in the nature of things.”

Our unit addresses the roles of the parents, the physician, the youth, and teachers and advocates. Perceived limitations may tell us more about us than the youth. The council addresses other issues in leader training sessions available to the unit.

Many of the tips on running a program and gaining help from parents and others can be applied to a mainstream unit. Some individuals may find it better to look for a unit entirely composed of individuals with physical disabilities, as facilities and leadership may be better equipped to deal with the youth than mainstream units. Your unit leadership can assist parents in finding this type of unit if it is in the best interest of the Scout.

There are a variety of disabling conditions that can affect the potential Scout: ADD/ADHD, autism, cerebral palsy; muscular dystrophy; muscular atrophy; spina bifida; heart defects; limb deformities; epilepsy; brain damage; Down syndrome; and diabetes are some of these that may require special consideration from the pack and its leaders.

Guidelines for membership and advancement provide an explanation of the Americans With Disabilities Act and how alternative paths can be developed. A checklist of abilities and limitations is provided and can be completed by parents during the prejoining conference.

Wheelchair Accessibility

Access to all facilities and meeting places is wheelchair friendly. Where special events limit the access of wheelchairs, special advance notice should be provided to allow the unit to accommodate for this.

Some outings may be arranged with special facilities (such as campgrounds with paved access). Many state parks have built special facilities for the

disabled, which can be used by the unit for outings. Leaders will make every effort to provide a safe and accessible program for all boys.

Other Disabilities

Your unit recognizes that there are numerous potential disabilities that can afflict boys. While the unit cannot draft a program for every individual situation, it is committed to complete compliance with all national, council, and district policies on this issue. As a chartered member in good standing of the council and district, our unit strives to uphold the spirit of inclusion and fairness for all Scouts.

Contact List

For more information on how your unit can assist in the inclusion and fairness of scouting for all boys, feel free to contact: (List key unit leadership and how to contact them).

Glossary

(List some key words and their definitions to assist unit members and families in understanding Scouting for youth with disabilities.)

E. Special-Needs Scouting Presentation for All Scout Leaders

Training Time: 50 minutes

Handouts: Turning Negatives into Positives

A Memorandum from the Behavior Disorder Child

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

Alternative Advancement Policies; List of Available Resources

Objective: By the end of this session the participants will know the how to work with the special-needs boys in the patrol/den and troop/pack to guarantee success.

Discovery: Why are you here? What do you expect from this session? What problems are you dealing with? (This will help you know what Scouting position some of the participants have, and an idea of their level of understanding of special needs.) Do not allow specific (I have a boy who . . .), but general disabilities like ADHD.

Teaching/Learning

What is a disability? What is the difference between a boy with a problem and a boy with a disability? A disability is a real and permanent medical condition and cannot be eliminated. (This does not necessarily mean it can't be controlled or dealt with.) A problem is made by individuals and can and should be eliminated. A disability can sometimes cause a problem in behavior, in learning, and/or in socialization. Boys (and adults) will sometimes try to eliminate a problem without understanding the cause (disability). It is our job as leaders to work a problem, or better yet, prevent them in the first place by understanding the disability. We must, as leaders, always keep in mind that each patrol/den and each troop/pack is one group, but that the group is always made up of individuals. Special-needs boys have the same need as any boy to be successful, and to be accepted socially and emotionally. We must work with the problem to insure success. For this to happen, we must REACH out to the special Scouts and be sure they are part of the group.

R—RESPECT
E—ENCOURAGE
A—ACCEPT
C—CARE
H—HONOR

What kinds of disabilities are you dealing with in your patrols/dens and troops/packs that can cause problems? (Let them list a few general ones, for example, behavior, slow learner, ADD, ADHD, dyslexic—not specific situations with one or two boys.) So how do we deal with these problems?

1. Work with the parents and the "special" Scout.

- Communicate, communicate, and communicate more with parents and the Scout.

Do not talk about the Scout behind his back, even to his parents, but include him. It is HIS disability and HIS life you are dealing with. Assume he is competent to understand and handle his disability. Leaders will be surprised how much more cooperation and effort you will get by respecting the Scout's abilities to understand his own situation. Let the Scout speak for himself, rather than letting the parents speak for him. At times, parents tend to say what they think their son would say! You will also eliminate any future "he said, she said" problems.

- Find out what the problem really is and its characteristics.

- Find out what, if any, medication he is taking, how often and what is the expected effect? (You will know if he forgot to take his medication or if it is time for the next dose.)
- Find out what triggers the characteristics, and methods to avoid these triggers.
- Find out how they handle the problem at home.
- What does the teacher (school) do with written permission from the parents? (Possibly talk to the Scout's teacher.)
- What do the parents and Scout suggest you do?
- Communicate on a regular basis to get feedback as to how you are doing as well as any changes that may have occurred with the Scout (medication changes, etc.).

If the problem is truly a disability and IF the special-needs Scout wants to talk about his disability with the Scouts in the patrol/troop or den/pack, give him time to teach and let the group learn along with you. Leave up to the Scout and his parents how much is said. Some boys do not want to admit a disability and feel they will be treated differently if others know.

What if the parents say: "He's just a boy, and boys will be boys. He doesn't have a disability. He's just active"?

- DO NOT DIAGNOSE; accept parents' answer.
- Turn the problem around and make the problem yours, not the Scout's or the parents'. This way you will not antagonize the parents or the Scout. (For example, say: "I am having trouble dealing with the behavior. Your son isn't getting the benefits of the program because I am spending time on him rather than delivering the program." Give specific examples of the boy's disruptive behavior.)
- Ask the same type questions as above and enlist the aid of the parents ("What do you do at home?" etc.) You are asking for their help with your problem, so they won't be defensive about their son's behavior.

2. Plan meetings so every Scout will be successful.

- Set the example by your attitude.

Good attitudes toward others are contagious. If you treat the special Scout as you treat the others, the Scouts will catch on and will see him in a positive light. As much as possible, treat the special Scout the same as all the others. Communicate with the Scout about his problem and treat him with respect. Don't talk about him—talk with him! Never be condescending. Assume he is competent. Do not let anyone (including his parents) tell the Scout he is not capable of trying to do something he wants to do. Always encourage him to try.

- Have written rules of behavior and have them posted.

Make the rules reasonable, state them simply in terms the Scouts understand, and have no more than five. Do not bend them. (With more than five, a Scout with a disability will not be able to remember them.) Let all the Scouts participate (take ownership), deciding what the rules are. (You can guide them into deciding rules that the leadership feels are appropriate.) Explain that there are consequences for all behavior. For acceptable or positive behavior there are positive consequences, like success or rewards. For unacceptable or negative behavior there are negative consequences, like hurt or punishment. Let the boys know that the rules they are writing are to help them keep their behavior positive. If rules are broken, discipline immediately. Do not have a specific consequence for each broken rule ("If you do ___, then ___ will be your consequence."). Make the consequence fit the action and the child. Consequences for the same behavior may not be the same for two different Scouts.

Consequences should be the removal of something from the boy that he likes, or the removal of the boy from an activity he likes. Give at least one example of a consequence that would not work for two different situations of the same rule being broken.

- Have different levels of difficulty for an activity or break the activity into parts.

We want everyone to be able to successfully complete the task at hand. Be creative. Find ways to make every Scout successful. Maybe different parts of the job are appropriate for different Scouts. Know what "success" is for each Scout.

- Give extra time and attention to those who need it (get extra help if necessary).

DO NOT "baby" the Scout or do anything for him that he can do for himself! Remember fair is not the same as equal. If necessary, explain to the Scouts that they too will need some extra help on something sometime. You are giving help so that one particular Scout can be successful, too. Fair is giving every individual Scout what he needs to be successful. Fair is not necessarily equal. We as leaders must be fair.

- Praise and accept the best effort of each Scout.

Keep expectations high, but give the freedom to fail. If you don't, a boy will quit trying. Challenge each Scout to his own limits and don't let him use his disability as a cop-out, but don't allow him to get

overly frustrated. It is a challenge for us as leaders to figure out where that fine line is, but we must. Remember, if he has done his best, that's what the program is all about. Again, don't do for him what he can do for himself.

- Give positive alternatives to negative situations (redirect).

Eliminate the word "don't". If a Scout is doing something unacceptable, give him a positive alternative. Redirect him. For example: If a Scout is getting aggressive, don't tell him to stop, tell him to (be specific!). Give examples. Know your Scout and what would be a good alternative. If behavior is simply to get attention, ignore the behavior but not the Scout. Give him the attention he is looking for in a positive way, by being involved.

Don't even acknowledge the inappropriate behavior. If the leader responds negatively toward the behavior, the boy will escalate the behavior and a vicious circle will begin, making the situation continuously worse. (This circle can permanently end a good relationship between the leader and Scout.) The leader's response to the behavior can make all the difference.

Look at the behavior as the Scout's way of communicating. Figure out what his behavior is saying. Don't try to control the behavior, but help with the transition to acceptable behavior by redirecting.

- Do not give a choice if choice is not an option.

If there is a choice to be made, let the Scout (or group) make the choice. You, as the leader, must honor the choice he (or the group) has made. If you don't, you will not only lose their respect, you will lose control of the group. Choose your words carefully. Remember, if you do give a choice, you must abide by the decision. For instance, if he is misbehaving, don't say, "If you don't stop, I will send you home right now" if it is not an option to send him home immediately. Even though you are not saying, "Do you want to stop or do you want to go home?" you are really giving him a choice between stopping his behavior and going home. His behavior will show his choice.

Guess what would happen if he knows you can't send him home. You will lose his respect and next time you give a choice he will know you don't mean it. You, the leader, will be the loser in this situation. Give choices whenever possible, whether it is choice of activities, behavior, or anything else. If the Scout (or group) is part of the decision-making process, they will take ownership and live up to the choice. After all, it was their choice!

3. Boy Scout Advancement Policies and Procedures

Many disabled Scouts will have no trouble advancing within the Scout program. Although we cannot change the requirements as they are written, we can make accommodations to help. To complete a rank or merit badge, each requirement must be completed as stated. The standard for completing the requirement may be different for the special Scout. Think outside the box. For example, writing a report may mean dictating thoughts and having someone else write them.

"Hiking" for a physically disabled boy may mean rolling his wheelchair along the hike route. "Looking" at something may mean touching, feeling, and/or smelling for a blind Scout. The important thing is that the expected learning has taken place and that the Scout has done his best. Do not expect the same quality from every boy. Keep in mind that one boy's best may not be at the same level as another's.

A review for rank advancement or for a merit badge can be done one piece at a time, if necessary. Once a Scout has been passed and signed off on a requirement, he does not have to repeat the part of a review, even if he has several review sessions.

If a disabled Scout cannot possibly complete the requirements of rank advancement or Eagle-required merit badge, he can request permission to substitute. The procedures for approval of alternate requirements for ranks and Eagle-required merit badges are purposely not simple. Scouts should use them only when absolutely necessary, never as any easy solution to a difficult challenge.

For any alternate requirement, either for ranks or merit badges, a statement from a medical doctor or certified educator must be submitted, stating that the Scout's disability is of a permanent rather than a temporary nature.

Hand out the sheet Alternate Requirements for Tenderfoot, Second Class, and First Class Ranks. Briefly explain when and how to request alternates for these ranks.

For Eagle-required merit badges, there is the alternative merit badge option for the disabled Scout. Show and explain BSA form 58-730. The alternate merit badge chosen should be as similar as possible in subject matter, and the degree of difficulty to complete must be equal. Each merit badge must be completed as much as possible before a substitution can be requested. Each request for substitution must be filed on form 58-730, submitted to, and approved by, their council advancement committee. No alternate merit badge should be started until the approval process has been completed.

Whether or not a Scout is applying to do alternatives, if there is a chance that he will need an extension past his 18th birthday in order to achieve the Eagle rank, he should have a doctor's statement on file with his council. This statement is the same as for applying for alternative merit badges. When he completes the Eagle requirements, this note will be submitted with his Eagle Scout application to the national advancement committee.

4. Resources Available for Scout Leaders

Mention, and show where possible, resources available to leaders. As well as the BSA publications, mention libraries, special education schools and facilities, and anything else in the area where you are doing the presentation.

Suggest that every unit's library should include the Boy Scout publications for Scouts with disabilities. If nothing else, they should all have, and read, *A Guide to Working with Boy Scouts with DisAbilities*, No. 33056C.

Summary

Remember, special-needs Scouts and "normal" Scouts are more alike than they are different. Focus on the sameness and figure out how to make the differences less. Making the program work depends on your attitude and willingness to make it work. It can and it does work.

REACH = RESPECT—ENCOURAGE—
ACCEPT—CARE—HONOR

F. A Suggested Outline for a Disabled Scout/Parent Conference

Communicate With the Parents and the Scout With a Disability

Have two leaders, the Scout, and his parent(s) present. Each person will tend to hear things differently. More than two leaders can be intimidating to the boy and his parents.

Do not talk about the Scout behind his back, even to his parents, but include him. It is HIS disability and HIS life you are dealing with. Assume he is competent to understand and handle his disability. Leaders will be surprised how much more cooperation and effort you will get by respecting the Scout's abilities to understand his own situation. Let the Scout speak for himself, rather than letting the parents speak for him. At times, parents tend to say what they think their son would say! You will also eliminate any future "he said, she said" problems.

1. Find out what the problem really is and its characteristics. You will need to understand the disability in order to deal with its symptoms.
2. Find out what, if any, medication he is taking, how often and what is the expected effect? If you know the expected effect, you will be able to tell if it is working. You may even notice behavior differences when it is time for the next dose. You will also know if the behavior is related to the disability or if the Scout is exhibiting unrelated behavior that should be dealt with differently. Know the state and local laws about who can administer medication. Know unit policy within those guidelines. Know if the Scout is capable (and permitted or expected to) self-administer.
3. Find out what triggers the characteristics, and methods to avoid these triggers. For example, do not ask a hyperactive boy to sit still for longer than he can tolerate. Make sure when he begins to get restless, you allow him to be more active until he can sit for a while more. Also, a boy who cannot tolerate close physical contact should be given his distance at all times. He should let you know when and how much space he needs.
4. Find out how they (Scout and parents) handle the problem at home. You should work to adapt this to your situation with the boy. If you feel you have a different (maybe better) way to handle things, talk with the parent and the boy about it first. Remember, the Scout and his parents deal with the disability all the time. They have probably researched the situation thoroughly and know what is best.
5. Ask what the teacher (school) does. Is there an Individual Education Plan that they would be willing to share? You must have written permission from the parents if you want to contact any professionals who deal with the Scout, including the teacher.
6. What do the parents and Scout suggest you do? Will what they do at home be appropriate? If not, what is appropriate? Let them know what you are capable of doing. If you will need help, ask for it.
7. Communicate on a regular basis. You should get feedback as to how you are doing as well as any changes that may have occurred with the Scout (medication changes, etc.).

IF the disabled Scout wants to talk about his disability with the Scouts in the patrol/troop or

den/pack, give him time to teach and let the group learn along with you. Leave up to the Scout and his parents what and how much is said, if anything. Some boys do not want to admit a disability and feel they will be treated differently if others know. If the Scout is open about his disability and why he behaves the way he does, it can be a great learning experience for all.

G. Turning Negatives Into Positives

Helpful Hints to Eliminate Problems Before They Happen

Inclusion (making someone feel successful and part of the group) rests on your attitude in making it work.

Communicate, communicate, and communicate.

Know each individual's limitations. Work around the limitations to ensure success.

Don't make quick judgments about people (we usually do). Before you make a judgment, think of what the behavior might be telling you.

Focus on sameness and figure out how to minimize differences.

Respect everyone for who they are. Never be condescending. Don't talk about them in front of them as if they are not there. Include them whenever possible.

Fair is everyone getting what they need as an individual. Fair is not necessarily equal.

Use the word "don't" as seldom as possible, and when used always give a "do" alternative.

Have written rules, make them reasonable, and do not bend them. If they are broken, make the consequence fit the behavior and the individual.

Don't tell someone what they should not be doing; tell them what they should be doing. Be very specific.

Never give a choice if choice is not an option.

Don't try to control. Work and help with transition to success. (Acknowledge that the problem is real).

If behavior is solely to get attention, ignore the behavior but not the individual. (Direct the individual to appropriate behavior.)

Keep expectation high, but give freedom to fail. Without freedom to fail, they will stop trying. Be positive.

Give good news before bad.

H. A Memorandum From the Child With Behavioral Problems

Many kids with ADD/ADHD cannot define what is wrong with them. But if a child with a behavior disorder could write a memo to family, friends, fellow Scouts, and their Scout leaders, the experts say it would read something like this:

1. **Don't spoil me.** I know quite well that I ought not to have all I ask for. I am only testing you.
2. **Don't be afraid to be firm with me.** I prefer it. It lets me know where I stand.
3. **Don't use force with me.** It teaches me that power is all that counts. I will respond more readily to being led.
4. **Don't be inconsistent.** That confuses me and makes me try hard to get away with everything that I can.
5. **Don't make promises.** You may not be able to keep them. That will discourage my trust in you.
6. **Don't fall for my provocations** when I say and do things just to upset you. Then I'll try for more such "victories."
7. **Don't be too upset when I say I hate you.** I don't mean it, but I want you to feel sorry for what you have done to me.
8. **Don't make me feel smaller than I am.** I will make up for it by behaving like a big shot.
9. **Don't do things for me that I can do myself.** It makes me feel like a baby, and I may continue to put you in my service.
10. **Don't let my bad habits get me a lot of attention.** It only encourages me to continue them.
11. **Don't correct me in front of people.** I'll take much more notice if you talk quietly in private.
12. **Don't try to discuss my behavior in the heat of a conflict;** for some reason, my hearing is not very good at this time and my cooperation is even worse. It is all right to take the action required, but let's not talk about it until later.
13. **Don't try to preach to me.** You'd be surprised how well I know what's right and wrong.
14. **Don't make me feel that my mistakes are sins.** I have to learn to make mistakes without feeling that I am no good.
15. **Don't nag.** If you do, I shall have to protect myself by appearing deaf.
16. **Don't demand explanations for my wrong behavior.** I really don't know why I did it.
17. **Don't tax my honesty too much.** I am also frightened into telling lies.

18. **Don't forget that I love and use experimentation.** I learn from it, so please put up with it.
19. **Don't protect me from consequences.** I need to learn from my experiences.
20. **Don't take too much notice of all my small ailments.** I may learn to enjoy poor health if it gets me too much attention.
21. **Don't put me off when I ask honest questions.** If you do, you will find that I stop asking and seek my information elsewhere.
22. **Don't answer silly questions or meaningless ones.** I just want you to keep busy with me.
23. **Don't ever suggest you are perfect or infallible.** It gives me too much to live up to.
24. **Don't ever think it is beneath your dignity to apologize to me.** An honest apology makes me feel surprisingly warm towards you.
25. **Don't worry about the little time we spend together.** It is how we spend it that counts.
26. **Don't let my fears arouse your anxiety.** Then I will become more afraid. Show me courage.
27. **Don't forget that I can't thrive without lots of understanding and encouragement,** but I don't need to tell you that, do I? Treat me the way you treat your friends, then I will be your friend, too.

I. Documenting a Disability

The following descriptions should be shared in a format that provides the Scout leader with the knowledge they need to help in development of an advancement plan tailored to the Scout with a disability. The topics to include are:

A. Disability Diagnosis
B. Medical Non-medical
C. Medical Assessment
D. Educational Assessment
    1. Use Class 1+2 BSA Physical as reference.
    2. Use IEP forms if available.
E. Doctor's Certification
F. Educational Certification
G. Administrator's Certification

J. Characteristics of Autism

Resists normal teaching methods

Inappropriate laughing and giggling

No fear of real dangers

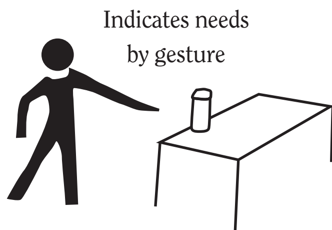
Apparent insensitivity to pain

Not cuddly

Sustained odd play

No eye contact

Stand-offish manner

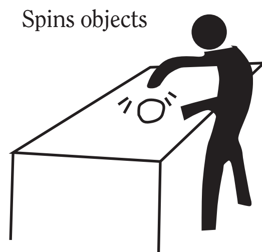
Indicates needs by gesture


Inappropriate attachment to objects

Echolalic

Acts as deaf

Crying tantrum. Extreme distress for no discernible reason

Spins objects


Difficulty in mixing with other children

Resists change in routine

May not want to kick ball but can stack blocks

Uneven gross/ fine motor skills

Marked physical overactivity or extreme passivity

Autism Society of North Carolina
505 Oberlin Road, Suite 230
Raleigh, NC 27605-1345
Tel: (919) 743-0204 • 1-800-442-2762 (NC only)
Fax: (919) 743-0208
www.autismsociety-nc.org

Adapted from original by:
Prof. J. Rendle-Short
Uniiv. of Queensland
Brisbone Children's
Hospital
Australia

K. Activities Camp Program Proposal (Based on a 10-Day Deaf Camp)

Day 1: Arrival and Opening; Day 2: Get to know your area; Day 3–9: Activities programs; and Day 10: Wrap-up.

Why a Deaf Scout Camp?

The aim of this camp will be to promote Scouting for deaf children and make other Scouts aware of the needs of deaf Scouts. We feel strongly that there should be a camp specifically for deaf Scouters, having attended camps run by hearing Scouts. We feel that there is a huge benefit to be gained from a deaf camp.

Deaf children have specific communication needs which can be met only by deaf adults with a full clear working knowledge and understanding of sign language and the other communication needs associated with working with deaf children and adults.

Deaf Scouters will be involved in the planning and implementation process from the very beginning. No special provisions should be made other than the recognition of their communication needs, leading to certain specific events suitable for deaf Scouts, e.g., special campfires.

Benefits

It is felt such a camp would promote the interests of deaf Scouting (and other disabilities) and ensure that Scouts from around the world will get a chance to meet, learn from each other, and have fun while doing so.

Deaf Scouting encourages deaf young people to perceive and understand themselves as deaf people appreciating their own community and deaf culture. It is only in understanding one's identity that one's self-reliance will be raised, and having the ability to join in such an event will go far toward achieving this goal.

In addition, this event will give leaders an opportunity to network, learn from each other and work toward making programming for young deaf Scouts an even greater success.

This event will also give hearing Scouts and Scouters and opportunity to mix with deaf Scouts and Scouters; this will help develop a better understanding of deaf young people and adults, and misconceptions and prejudices will be eliminated and there will be a better working relationship between the hearing and the deaf not only in Scouting but in society as a whole.

L. IEP—Individual Education Plan/ Program for PowerPoint Presentation

(You will be able to take the slides as outlined to do your own PowerPoint presentation. This will need to be kept updated related to the No Child Left Behind law.)

IEP or Individual Education Plan/ Program

A. IEP
- The IEP from school is a great blueprint to help you deal with behaviors and know "triggers."
- Help the den and unit by understanding the behaviors and using your skills to improve the situations.

B. IEP background
- 1975—PN/WI
- ADA—national
- Scouts
- Initiative/Bay-Lakes Council

C. IEP—specific disabilities vs. handicapping condition
- Process. R, T, ID IEP, placement, annual review
- Disabilities
- Handicapping condition
- Identification of needs

D. IEP—Population
- 16 percent of youth/school-age population
- Varied disabilities

E. IEP—specific disabilities
- Cognitive disabilities
- Learning disabilities
- Emotional, behavioral disabilities
- Autism
- Physical disabilities
- Visually disabilities
- Speech/language disabilities
- Other health-impaired
- Other

F. IEP—Individual Educational Plan/Program
- Handicapping condition identified
- Specific needs and goals specified
- People, places, frequency

G. IEP and the IEP process
- Confidential
- Parental permission required/provided

H. IEP—adaptations/accommodations/modifications required
   - Close proximity to adult
   - Adult mentoring
   - Peer mentoring
   - Activity level monitoring
   - Time management—short vs. long
   - Organizational skills
   - Reading and writing
   - Motor skills
   - Complexity of task
   - Hearing acuity
   - Dietary needs
   - Distracters, auditory, visual, tactile, etc.
   - Brain-based activities
   - Fun vs. fear of failure

I. Scouting is for everyone, independent of special needs

J. Now have fun with your special-needs Scouts

K. Cub Scout college
   - IEP
     Paul H. Thielhelm (presenter)

M. Ability Awareness Patch Program for Great Salt Lake Council

Objectives

- To provide opportunities for Scouts and leaders to promote disability awareness
- To encourage Scouts and leaders to increase interaction with people who have disabilities
- To help Scouts and leaders better understand the meaning of "disability"
- To provide experiences for Scouts with disabilities to interact with other Scouts

Patch Requirements for Cub Scouts, Boy Scouts, Varsity Scouts, Venturers, and Leaders

Complete Eight of the Following Requirements to Earn the Ability Awareness Patch

1. Visit an agency that works with disabilities (physical, sensory, or mental). Collect available literature.
2. Make a display about one or more disabilities for a Scout meeting.
3. For a one-hour period, go about your normal routine doing chores, watching television, studying, etc., by adapting one of these experiences:
   - Hearing impairment: Muffle your ears with bandages or earmuffs.
   - Sight impairment: Blindfold one or both eyes so your sight is obscured.
   - Physical impairment: Immobilize arms or legs so that they cannot be used.
   - Choose one of your own
4. Using sign language, learn a Scout Promise, motto, or Oath.
5. Learn about the Braille alphabet. Spell out 10 words, including your first name.
6. Talk to a youth who has a disability and learn about the disability and its affect on that person.
7. Learn about wheelchairs. Discuss the differences in wheelchairs in their use and purpose.
8. Be a "buddy" to a youth with a disability for an activity at a Scout meeting, at school, or in a church or community activity.
9. Read a book about a person who has a disability. This may be fiction or nonfiction.
10. Invite a special education teacher or disability specialist to visit a Scout meeting to talk about disabilities, therapy, mainstreaming, and/or interacting with youth with disabilities.
11. Do a service project for people with disabilities.
12. Attend a class about a specific type of disability.
13. Teach a family member the main points that you have learned about disability awareness.
14. Assist with the Special Olympics.

N. Supporting Scouts With ADD/ADHD Presentation

(This is an outline for a presentation which can be used as a PowerPoint or other presentation format. You can convert the text into slides or use as an outline for presentation purposes to present at a College of Commissioner Science, pow wow, or roundtable.)

1. Characteristics of ADD/ADHD
   The three types:
   - Attention deficit disorder
   - Hyperactive disorder
   - Combined type
2. Characteristics of attention deficit disorder
   Inattention:
   - Learning disabilities
   - Sensitive to competing stimuli
   - Low frustration tolerance
   - Impulsivity
   - Impaired sense of time
   - Poor attention span
   - Not learning easily from rewards and punishment
3. Characteristics of hyperactivity disorder
   Hyperactivity:
   - Physiological factors
   - Weak "executive functioning"
   - Sleep disturbance
   - Conduct disorders
   - Weak impulse control
   - Delayed social maturity
   - Not learning easily from rewards and punishment
4. Diagnosis of attention deficit hyperactivity disorder
   Only by a physician with input from:
   - Parents
   - Teachers
   - Care providers
   - Scout leaders

If you are asked to complete an ADHD questionnaire, please do so. You are helping the Scout and the parents.

5. Signs of hyperactivity disorder
   - Unable to stay on task
   - Interested in what is occurring around him—not the task at hand
   - Multi-tasking when single task is appropriate
   - "Forgets" constantly
   - Loses his place when doing something
   - Constantly needs instructions repeated
6. ADHD Scouts have great attributes, too!
   - Bright
   - Engaging
   - Energetic
   - Excited
   - Dramatic
   - Clever
   - Happy-go-lucky
   - Creative
   - Eager
   - Enthusiastic
   - Easy-going
   - Exceptional
   - Inquisitive
   - Carefree
   - Unique
   - Spontaneous
7. Treatments for attention deficit hyperactivity disorder
   - Modified diet
   - Behavior modification through positive reinforcement
   - Refocusing on tasks
   - Medication
   - Understanding
8. Tips for parents:
   - If your Scout has ADHD, let your Scout leader know.
   - Tell him what works well and what does not help.
   - If your Scout takes medication to help him focus at school, it may help him focus better during Scout activities as well. You may want to discuss this issue with your Scout's physician.
   - Make sure that your Scout knows that his medication is meant to help him focus, not make him behave or "be good."
   - Be sure to tell the Scout leader what you son's needs are if he is going on
     —a day trip
     —a weekend camping trip, or
     —a week at summer camp
   - Consider getting trained to be a Scout leader yourself.
9. Tips for Scout leaders:
   - Find out about medical needs.
   - Make sure you have what your council requires to ensure the Scout's medical needs can be met, or have the parent come along.
   - Make sure that you obtain a Class I Physical Examination Form for ALL Scouts in your

unit at the time that they first enter the unit.

- If the Class I Medical indicates that a Scout is taking ANY medication, ask for a Group III Medical Form—it will give you valuable medical information.
- It is the responsibility of the parent or the Scout to make sure that he takes his medication on time.

  If the Scout is incapable or unable to take his medication, as required:

  —The parent can request that the unit leader or other unit adult monitors the medication—or

  —The parent can come with the Scout to the Scouting activities—or

  —The parent can send some other adult along with the Scout to ensure the proper administration of the medication (get the adult registered!)—or

  —A Scout leader, after obtaining all necessary information, can agree to accept the responsibility of making sure a Scout takes the necessary medication at the appropriate time. BSA policy does not mandate or necessarily encourage the Scout leader to do so.

  —If state laws are more limiting, they must be followed.

  —If you must administer medication; don't tell the Scout that it is a "smart pill," or that it will make him "behave."

10. Tips for dealing with the ADHD Scout:
    - Try to let the ADHD Scout know ahead of time what is expected. When activities are long or complicated, it may help to write down a list of smaller steps. Repeat directions one-on-one when necessary, or assign a more mature buddy to help him get organized.
    - Compliment the Scout whenever you find a genuine opportunity. Ignore minor inappropriate behavior if it is not dangerous or disruptive.
    - Provide frequent breaks and opportunities for the Scout to move around actively but purposefully.
    - It is NOT helpful to keep ADHD Scouts so active that they are exhausted, however.
11. When you must redirect a Scout:
    - Do so in private, in a calm voice, unless safety is a risk (but remember Youth Protection guidelines when you do).
    - Avoid yelling.
    - Never publicly humiliate a Scout.
    - Whenever possible, "sandwich" correction between two positive comments.
12. Be aware of early warning signs, such as fidgety behavior, that may indicate the Scout is losing impulse control. When this happens, try a:
    - Private, nonverbal signal
    - Proximity control (move close to the Scout)
    - Calming touch (hand gently on shoulder) to alert him that he needs to focus
13. During active games and transition times, be aware when a Scout is starting to become more impulsive or aggressive.
    - Expect the ADHD Scout to follow the same rules as other Scouts. ADHD is NOT an excuse for uncontrolled behavior.
    - If it has not been possible to intervene proactively and you must impose consequences for out-of-control behavior, use time-out or "cooling off."
    - Don't tell the Scout that he is to go to "time out"; tell the Scout something like, "It's time for us to work on your first aid requirements for Second Class," or "it's time for your Scoutmaster's review for First Class." Make it about something positive!

Offer feedback and redirection in a way that is respectful and allows the Scout to save face. When Scouts are treated with respect, they are more likely to respect the authority of the Scout leader.

14. Keep cool! Don't take challenges personally. ADHD Scouts want to be successful, but they need support, positive feedback, and clear limits.
15. Offer opportunities for purposeful movement:
    - Leading cheers
    - Performing in skits
    - Assisting with demonstrations
    - Teaching outdoor skills to younger Scouts

    This may:
    - Improve focus
    - Reinforce positive behavior
    - Increase self-confidence, and
    - Benefit the troop as a whole
16. ADHD Scouts are generally energetic, enthusiastic, and bright. Many have unique talents as well.
    - Help them use their strengths to become leaders in your troop.
17. Why Scouting is a great program for youth with ADHD.
    - Scouting is a well-thought-out, highly structured program that provides a step-by-step sequence of skills for Scouts to master.

- Scouting is a way for youth to develop skills at their own developmental level at their own speed, using their own talents.
- Scouting promises fun, friendship, and adventure.
- Scouting offers frequent positive recognition.
- Scouting develops social skills and leadership skills through
  - —systematic explanation
  - —interactive demonstration
  - —guided practice
- Scouting enables ADHD Scouts to discover and develop their unique strengths and interests.

Small acts can have great consequences!

XIII. Summary

XIII

A. Acknowledgments

The Scouting for Youth With Disabilities Task Force members have been instrumental in making this manual available to strengthen the programs provided to youth with disabilities.

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Walter M. "Buster" Brown III, volunteer, Old North State Council
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Cheryl M. Kauffman, volunteer, Woods Services
Carol Kennedy, volunteer, Denver Area Council
Harry Long, volunteer, Direct Service Council
Jim Wieser, professional, Bay-Lakes Council

Other Contributors to the contents include:

Gloria Atkins, professional, National Council staff
Carolyn Collazo, writer, Town Crier, Warren, Ohio
David Davies, professional, Tidewater Council
Joe Glasscock, professional, National Council staff
Dana Stoltz Gray, volunteer
Michael H. Jacobson, volunteer, DesPlaines Valley Council
Denise Keller, volunteer, Greater St. Louis Area Council
Timothy J. Makatura, volunteer, Greater Pittsburgh Council
Carl A. Neal, volunteer, Tall Pine Council
Christopher Phillips, volunteer
Mary Anne Rounds, volunteer, Blackhawk Area Council
Bill Sloan, freelance writer
Joel Snyder, illustrator
Cliff Takawana, professional, National Council staff
Keith Walton, professional, National Council staff
Jodi Wang, professional, Northern Star Council
Sue Weierman, volunteer, Great Salt Lake Council
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B. Updates Available

As you review and use the resources in this manual, your comments and additional "best practices" would be appreciated. You can send any thoughts or sample resources to the National Council. Send them with the source, your name, Scouting position, address, e-mail address, and telephone number so we can follow up with you with any questions we may have about what you sent.

Boy Scouts of America
Leadership Support Service, SUM 230
1325 West Walnut Hill Lane
P.O. Box 152079
Irving, TX 75015-2079
972-580-2000

As these ideas are approved for distribution, they will be included in the "Updates" section on the national Web site—www.scouting.org. When this manual is reprinted, those updates will be included in the revision of the manual.

Thank you for your involvement and guidance in support of *Scouting for youth with disabilities!*

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