



Introduction to Abilities Awareness II

Scouting with youth who have special needs

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Course Objective

“1 in 10 children in the USA have a disability or condition that limits their functional skills.” – Centers for Disease Control 2010

Help leaders create a positive and inclusive program for all youth in their unit, including those that have different abilities or challenges.



A Scout Needs a Leader...

- With a positive overall outlook
- Who is focused on finding solutions to challenges
- Who models and encourages acceptance
- Who ensures that meetings and outings are well structured



What is a disability?

A disability is a real and long-term condition that impairs functioning in one or more of the following areas:

- Physically
- Learning
- Intellectually
- Emotionally / Behaviorally
- Socially



How the Special Needs Scouting Committee Supports Units:

Promote Disability Awareness

Assist with Intake Assessments (as needed)

Assist with Disability-specific Advancement

Approve & Assist Advancement Alternatives

Approve & Assist Alternative Registration

Provide Exceptional & Continuous Training

Provide Community Service Opportunities

Consultations to Packs and Troops

Present Annual Torch of Gold Award to Adult Scout Leader for Exceptional Service

Other Council-related initiatives *

* longer term



SN Scouting – General Leadership Techniques

- ▶ Accept, Respect & Embrace Disabled Youth !
- ▶ Visit parents & learn more of child's Abilities & preferences; does he/she know any of the other kids in the pack/troop?
- ▶ Become familiar with youth's disability (from parents, teachers, therapists) and any special health-related needs.
- ▶ Set a good example regarding respect, punctuality, accuracy, conscientiousness, dignity & dependability.
- ▶ Become more involved & let youth know you truly care for them; encouragement can be powerful !
- ▶ Ensure your meetings & outings are well-structured.
- ▶ Focus reward on achievement and proper behavior and it will likely be repeated over and over again!



Best Practices Intake Assessment Process

First Year Scouts & Families

(also works for existing Scouts)

Obtain BSA Medical Form:

- 1) Part A – Consent, Release, Authorization
 - 2) Part B – Medical History (A&B upon joining)
 - 3) Part C – Complete 2nd Month (by certified & licensed physician, lists medications).
- ▶ Renew All Medical Forms Annually



Best Practices Intake Assessment Process

First Year Scouts & Families

(also works for existing Scouts)

3 Key Questions For 1:1 Parent Conference:

- 1) Any dietary restrictions?
- 2) Any medications of ANY type?
- 3) Does your scout receive any additional support services at school ?



Best Practices Intake Assessment Process

If the answer to question 2 or 3 is “YES”, then:

You need a 2nd confidential parent meeting to discover more about the scout.

Use the Individualized Scout Achievement Plan form to create a reasonable game plan

Review Annually – Conditions Evolve

The Special Needs Scouting Committee can assist with this process



A Word about Advancement

- “...To keep Scouts with disabilities as much in the advancement mainstream as possible, some advancement accommodation may be required...**Bear in mind that the outcome of the Scouting experience should be one of fun and learning, not** (just) completing the requirements for rank advancements, which might place unrealistic expectations on the Scout with a disability...”



Alternative Advancement

- **Cub Scout** – Do your best!
- **Boy Scout** – Do as much as possible; keep scouts mainstream; complete by age 18 unless have special registration status.
 1. Lower Rank – similar process to age beyond eligibility—send written request & required confidential letters to Council for review. *
 2. Merit Badges – submit confidential written request for alternatives (prepared by scout, parents and scoutmaster) to Council * including medical statement signed by doctor; must complete as much of existing merit badges as possible. **No Change in Upper Ranks.**
 3. Application For Alternative Eagle Scout Rank Merit Badges – BSA Form 512-730. *

* reviewed by Advancement & Special Needs Scouting Committees.



Alternative Registration – Beyond the Age of Eligibility

- ▶ Applies to all Scouting Programs. Not an extension for rank of Eagle. Apply ASAP, though applications can be accepted.
- ▶ Requires certification by licensed health-care provider or a licensed psychologist or psychiatrist if candidate has cognitive or emotional disabilities.
- ▶ Requires letter from parents describing the disability and its severity and permanence and requesting approval of disabled registration.
- Include Individualized Education Plan (IEP) & any other supporting documentation.
- ▶ Requires advocate letter from Unit Leader.
- ▶ Paperwork is submitted, reviewed and approved at Council level by delegated Special Need Scouting Committee.
- ▶ All paperwork is confidential & kept in the unit's file at Council
- ▶ Source: GTA 10.1.0.2



Summary

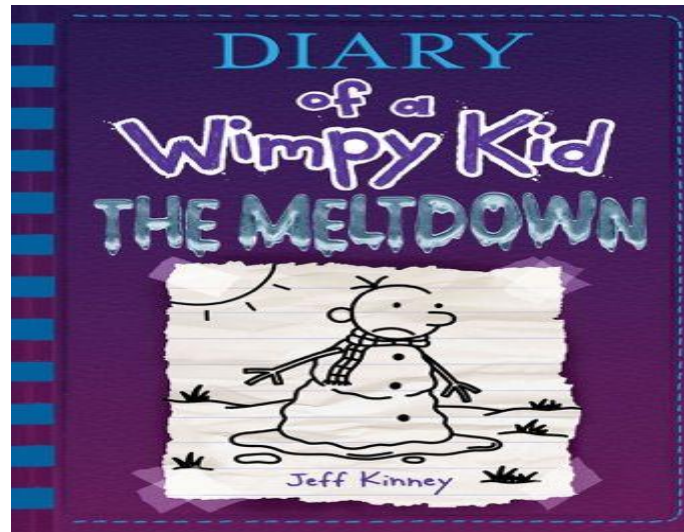
- LOYAL – Have faith in what youth can become
- HELPFUL – Look for positive solutions
- FRIENDLY – A Scout is a person not a diagnosis
- COURTEOUS – Show and expect respect
- KIND – Model caring behavior





Introduction to Abilities Awareness II

**Special Needs Scouting
Working with Invisible Disabilities.**



Emotional Regulation & Children.
Tantrums
Meltdowns
Outbursts





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- ▶ Be consistent and predictable in your structure.
- ▶ Provide a visual schedule using words and pictures.
- ▶ Let your Scouts know early about transitions by saying “in five minutes we’ll be ending this activity and starting another”



- ▶ Break up tasks into smaller steps and alert the Scout's parents if an activity might be extra challenging or overstimulating (noise, movement, texture).
- ▶ Simplify complex directions. Give one or two steps at a time.
- ▶ Be realistic about behavior and assignments. Many children cannot sit still for long periods of time, or follow detailed instructions. Make learning interesting by including plenty of hand-on activities.





Monitor behavior through charts that explain expectations for behavior and rewards for reaching goals.

Remember that praise and encouragement will help self-esteem.

Get into the habit of giving reports to parents or guardians. Timely reports can increase their involvement



Why is Emotional Regulation (ER) Important?



Be aware & describe our inner experiences;


Understand the relationships between emotions & behaviors;

Influence emotions & behaviors by using strategies.



Triggers

Rocket Triggers



This bothers me a lot. I want to explode

This bothers me a little bit

This does not bother me at all

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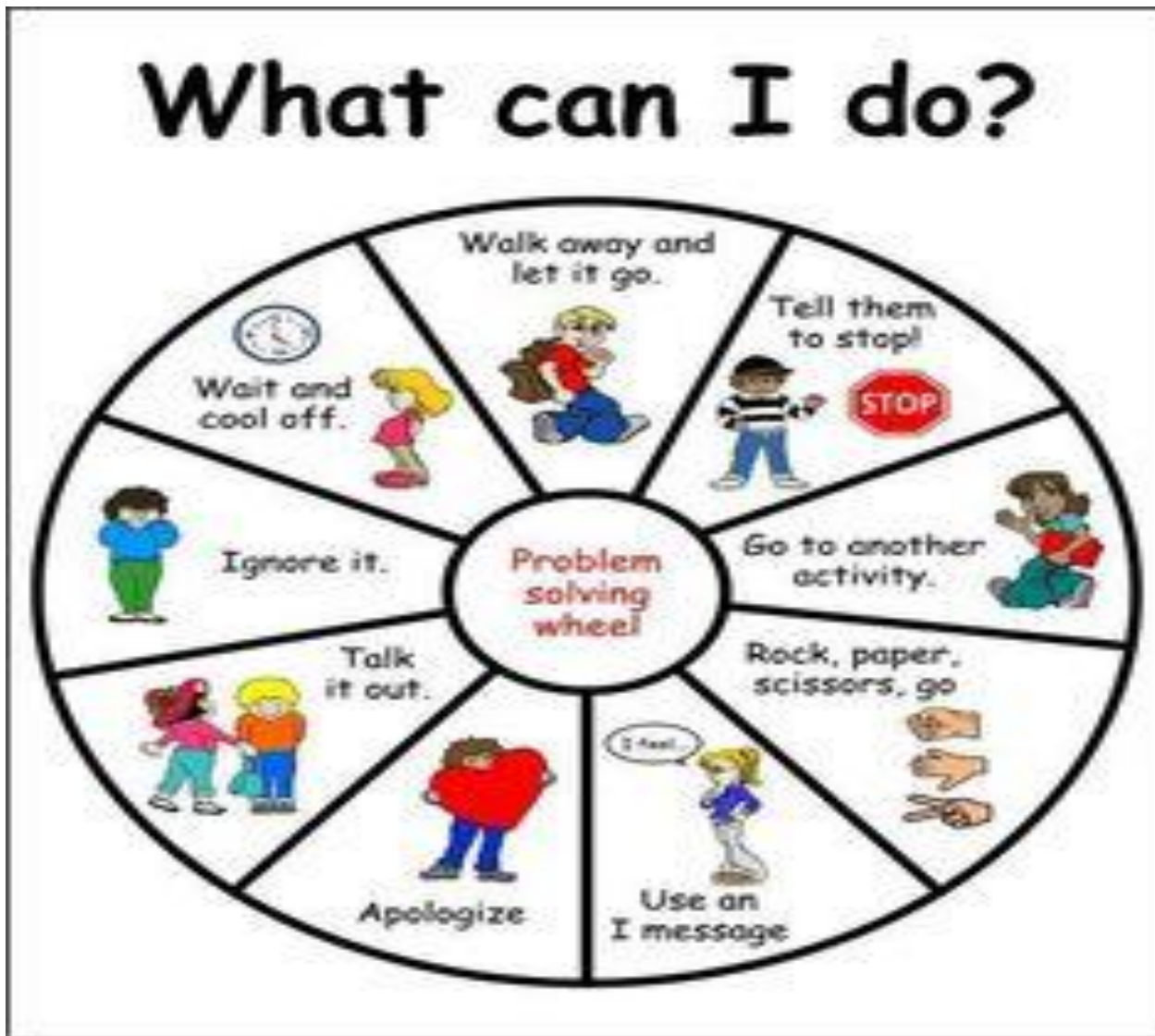
Emotion Thermometer

	How do you feel?		What are you doing?	Triggers
Emergency		5		
Adult Help		4		
Kid Fix with Adult Help		3		
Kid Fix		2		
Easy Fix		1		
No Problem		0		

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What can I do?



Relaxation Techniques

Square breathing is a simple, easy, and effective way to calm yourself and enjoy a few minutes of tranquility.

The suggestion is to sit tall in your chair, both feet on the floor. Then, it's just four simple breath segments done to a count of four.

Inhale	2 3 4
Hold	2 3 4
Exhale	2 3 4
Hold	2 3 4



Guided imagery

Beneficial for a variety of issues and the process can be tailored to suit the Scout's specific abilities.

It can help reduce stress in all children, enhance coping skills, encourage self-esteem, increase creativity and boost the immune system.

It is recognized as a form of treatment for emotional, cognitive and learning difficulties.



KIDS RELAX



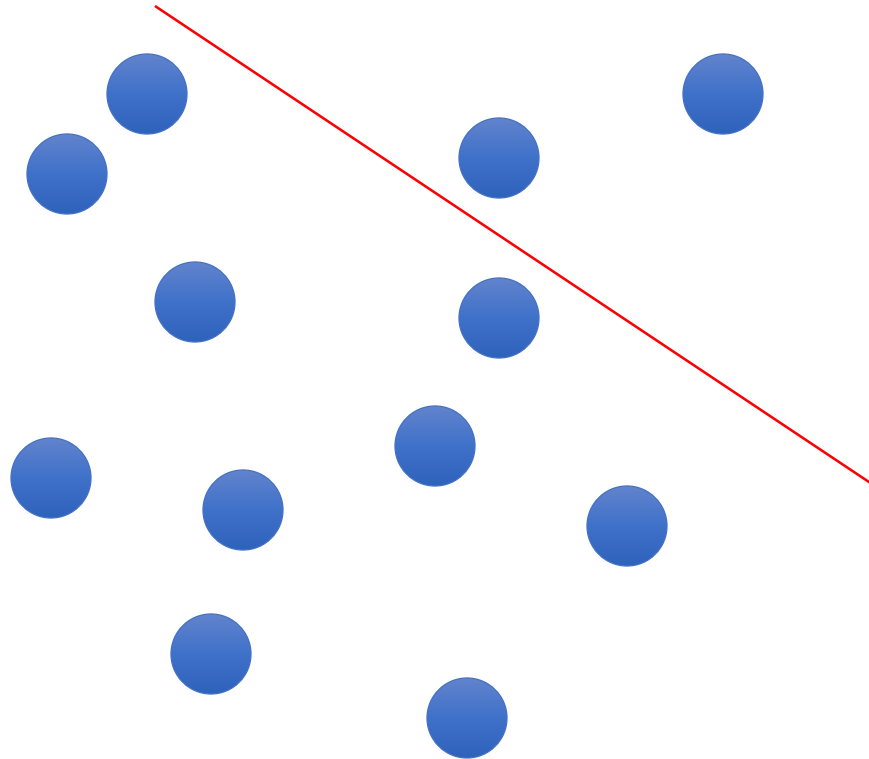
Six Strategies Working with a Pack

1. Sit on the Floor
2. Divide and Conquer
3. Use Incentives
4. Do things in Parallel
5. Give each Scout Resources
6. Plan for Movement





DIVIDE and CONQUER













Resources

- Leaders in your unit, district and council who work with similar disabilities.
- www.wpcbsa.org/snscouting
- <http://www.scouting.org/disabilitiesawareness.aspx>
- *Guide to Working With Scouts With Special Needs and DisAbilities, No. 510-071*
- Scouting for Youth With Disabilities manual, No. 34059
- *The Guide to Advancement, No. 33088*