Advancement for Scouts with Special Needs and for Gifted Scouts / Spectrum of Special Needs

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OBJECTIVES

- Examine societal responses to difference.
- Prepare accommodations to lead meetings with cubs and scouts with disability.
- Understand advancement options for scouts with disability.

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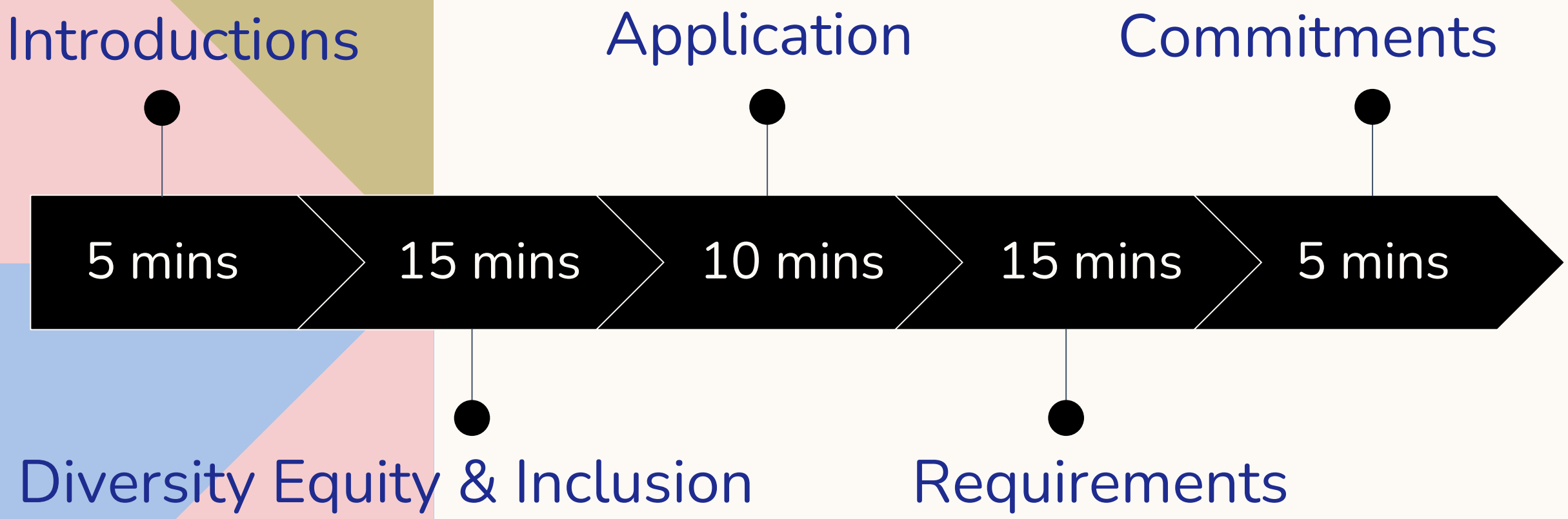
AGENDA



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DIVERSITY EQUITY & INCLUSION

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LET'S SHARE.

Please discuss with a partner:

- Are you or have you been part of a marginalized group?
- What was your experience?

Disability Language; The New APA

“Honoring the preference of the group is not only a sign of professional awareness and respect for any disability group but also a way to offer solidarity.

For example, some Deaf individuals culturally prefer to be called “Deaf” (capitalized) rather than “people with hearing loss” or “people who are deaf” (Dunn & Andrews, 2015). Likewise, use the term “hard of hearing” rather than “hearing-impaired.”

Watch this video from People with Disability Australia from 1:40 - 2:44 min

What new information or perspectives did you learn?

Scouts with Disabilities

“The basic premise of Scouting with disabilities is that everyone wants to participate fully and be treated and respected like every other member of the unit.” - **Introduction To Working With Scouts With Special Needs**

Get to Know Your Cubs & Scouts

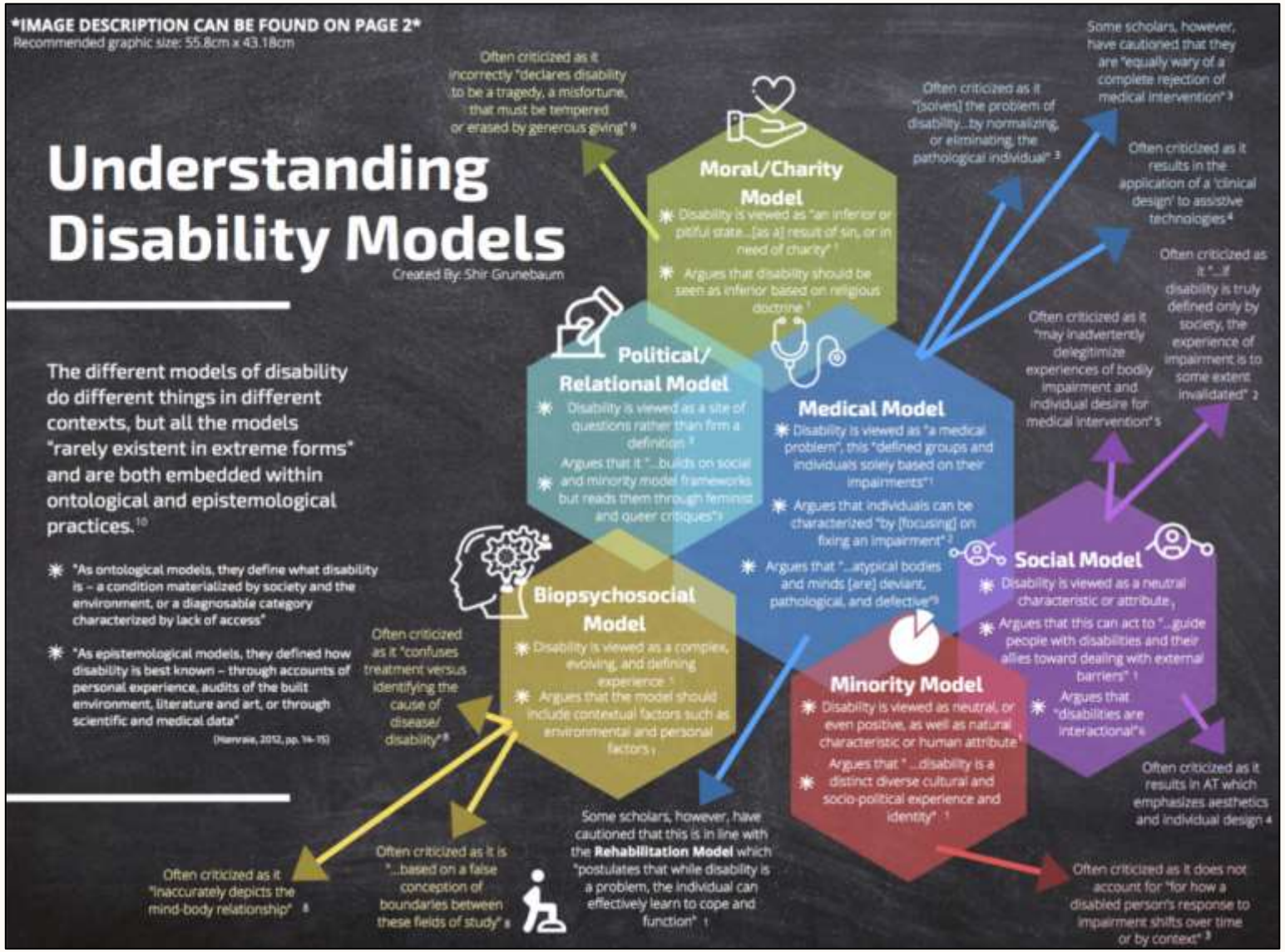
Observe	Survey	Inventory	Collect	Discuss
Watch the way the cub or scout interacts with peers and adults. Not significant differences to consider as areas to provide guidance or assistance.	Send a survey to learn more about the cub or scout from the caregivers. This includes strengths as well as potential areas to support.	Complete a “Getting to Know You” questionnaire with cubs and scouts. Share about yourself as you inquire about the kids in your care.	Request any relevant plans on how to best work with cubs and scouts from caregivers	Ask cubs and scouts with their caregivers what supports they want to need to get the most out of their experience.

TURN & TALK
DISABILITY MODELS

See the handout Understanding Disability Models to answer these questions with a partner (4 min):

1. Which model(s) do you use?
2. Why do you think that is?

Disability models:
1. Moral/Charity
2. Political/Relational
3. Biopsychosocial
4. Medical
5. Social
6. Minority



Picture Source: https://piet.apps01.yorku.ca/assistivetechreadingsinreview/

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THE OLD MODEL IS OUTDATED

What we used to do:
Lead activities that simulate challenges for those who experience marginalization.

Why should we stop this?

Picture Source: https://stock.adobe.com/search?k=blindfold%20child

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Common Disability Types

Anxiety Disorders
"I hear you, but I am worried or on edge about a future or past threat"

Attention-Deficit and Hyperactivity Disorder (ADHD):
"I understand, but I struggle to stay focused"

Autism Spectrum or Sensory Processing Disorder
"I hear you, but my interpretation and way of showing my understanding may be different"

Learning Disability
"I may understand, but I struggle to read, write, or do math at the same rate as peers"

Depressive Disorders
"I hear you, but I am preoccupied by sadness and have less of an interest in activities or social interactions."

Hearing Impairment or Deaf
"I understand, but I need assistance for my brain to perceive sound"

Intellectual Disability
"I can and will learn, but I develop more slowly than my typical peers..."

Speech-Language Disorder
"I hear you, but I may not understand or struggle to show and tell you"

Visual Impairment or Blind
"I understand, but I need assistance to see and/or rely on senses other than sight to perceive my surroundings"

Emotional Regulation Impairment
"I understand the content, but I don't have the skills to manage my emotions"

Accommodations

(BASED ON THE INTRODUCTION TO WORKING WITH SCOUTS WITH SPECIAL NEEDS.)

Attention

- Give 1-2 steps at a time
- Provide a checklist
- Structure and time stamp meetings
- Review the rules
- Give precise praise
- Offer movement
- Tap into interests

Autism/Sensory Processing

- Allow extra time
- Reduce loud noises
- Provide consistent structures
- Use a visual schedule
- Give a 5-min warning for transitions
- Preview changes

Learning & Language Disabilities

- Allow extra time
- Give 1-2 steps at a time
- Provide a checklist
- Assign duties and give time to learn
- Give precise praise
- Provide a model
- Do not rush or reword responses

Hearing Impairment

- Identify yourself and ask if assistance is needed
- Main proximity
- Recognize adaptive equipment as an extension of someone's body
- Name available accommodations

Emotional & Behavior

- Allow extra time
- Review the rules
- Provide consistent structures
- Give precise praise
- Create space to process interactions
- Mediate conflict
- Tap into interests

APPLICATION

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PREPARE ACCOMMODATIONS

Use the Introduction to Working with Scouts with Special Needs, your experience, or another tool to draft the following (8 min):

1. Pack meeting with cubs who have autism or sensory processing needs.
2. Den meeting about first responder scenarios with cubs who have anxiety.
3. Troop meeting about disability including scouts who have cognitive disabilities.

COMMITMENTS

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Call to Action

What steps will you take to lead meetings that honor various disabilities?

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THANK YOU

Special Thanks to Shanita Rapatalo from the Rapatalo Group

I’m Meghan and you can reach me at Mfitzgerald@inclusiondrivesequity.com

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ADVANCEMENT FOR SCOUTS WITH DISABILITIES

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Advancement for Scouts with Disabilities

Youth with physical disabilities and youth adults with developmental or cognitive challenges are welcome in the Boy Scouts of America. There are various accommodations that exist to facilitate advancement for these individuals.

REGISTERING QUALIFIED MEMBERS BEYOND AGE OF ELIGIBILITY

Youth members and adults who are developmentally disabled or cognitively impaired, or youth members with severe physical challenges, may be considered for registration beyond the ages of eligibility;

11 or older for a Cub Scout

18 or older for Scouts BSA

21 or older as a Venturer or Sea Scout

Requests to extend registration beyond the age of eligibility for youth members and adults on the basis of developmental disability or cognitive impairment may be submitted at any time.

Requests for youth members on the basis of a severe physical challenges must be received before they reach the end of age of eligibility for the program.

POSSIBLE CRITERIA FOR REGISTERING BEYOND THE AGE OF ELIGIBILITY

In considering registration beyond the age of eligibility, members with conditions, such as those listed below, may meet the severity requirement, but every case must be considered individually.

1. Developmental
2. Emotional
3. Deaf or Hard of Hearing
4. Learning Disability
5. Intellectual Disability
6. Physical Disability
7. Blind or Low Vision
8. Multiple Disabilities

HOW TO REGISTER A MEMBER BEYOND THE AGE OF ELIGIBILITY

REFERENCE:

10.1.0.2 How To Register a Member Beyond Age of Eligibility

Page 77 of the Guide To Advancement

ADVANCEMENT FOR CUB SCOUTS WITH SPECIAL NEEDS

REFERENCE:

10.2.1.0 Advancement for Cub Scouts With Special Needs

Pages 77 - 78 of The Guide To Advancement

ADVANCEMENT IN SCOUTS BSA FOR SCOUTS WITH SPECIAL NEEDS

REFERENCE:

10.2.2.0 Advancement In Scouts BSA For Scouts With Special Needs

Pages 78 - 80 of The Guide To Advancement

ADVANCEMENT FOR VENTURERS & SEA SCOUTS WITH SPECIAL NEEDS

REFERENCE:

10.2.3.0 Advancement For Venturers & Sea Scouts With Special Needs

Page 80 of The Guide To Advancement