Know Your Scout

Name_____
Birth Date: _____

About the Scout
Scout's Strengths: _____
_____
_____
_____
Scout's Challenges: _____
_____
_____
_____

How the Scout learns best: _____
_____
_____
_____
Important information for Leaders to know: _____
_____
_____
_____
Equipment/Assistive Technology: _____
_____
_____
Diagnosis (if any):_____
Medications: _____
_____
_____
Allergies: _____
_____
Things to avoid: _____
_____
_____
_____
Overall health: _____
_____
_____

Additional Information: _____
_____
_____

Special Event Care Plan

Name: _____
Address: _____
Phone: _____
Cell Phone for day of event: _____
Pack/Troop #: _____
Parent/Caregiver Name: _____
Cell Phone for day of event: _____

Personal Needs:

1. Transportation to and from the event parking lot

_____ van/bus _____ lift van/bus _____ pick up at vehicle

2. Program areas want to attend

1.
2.
3.
4.
5.

3. Assistance needed to participate. Describe:

_____
_____
_____

4. Camping
_____ Yes, area: _____
_____ No, just attending Saturday

5. Estimated Length of Stay:
_____ Camping all weekend
_____ Camping Friday night and programs Saturday
_____ Saturday only; arrival time: _____departure time: _____
_____ Week long Camp

6. Personal Care needs:

- There will be portable units in the camping area ADA approved.
- There is a changing area in the Special Needs Center.
- This center will serve for their personal care and sensory needs.
- This is an information center to request additional help for a program area and transportation needs.

Tantrum vs. Meltdown

The Scout is upset and acting out. Is he having a tantrum or a meltdown? Many parents and leaders use these terms interchangeably. But they are different behaviors that require different approaches. Here's how to tell one type of behavior from the other.

	Tantrum	Meltdown
What It Is	• An angry or frustrated outburst. • The Scout might yell, cry, lash out, and hold his breath. • The Scout typically has some control over his behavior during a tantrum. • The behavior tends to stop when he gets what he wants. (But tantrums can become overwhelming and evolve into meltdowns.)	• A reaction to feeling overwhelmed. • The Scout might yell, cry, lash out, run away or shut down and withdraw. • The Scout cannot control his or her behavior during a meltdown. • The behavior tends to stop when he wears himself out or when there's a change in the amount of sensory input he is experiencing.
What Triggers It	• A desire to get something, avoids something, or elicits a specific reaction. • Frustration. • Sudden changes in routine or expectations. • Not being able to communicate needs and wants.	• Sensory, information, or emotional overload. • Intense frustration. • Sudden changes in routine or expectations. • Not being able to communicate needs and wants.

Signs You May Notice	• You know what the Scout wants or is reacting to. • The Scout is choosing to engage in the behavior. • He's able to pay attention to what's going on around him. • He watches other people's reactions and adjusts his behavior to match it. • He may be trying to bargain for a solution while he's yelling. • Behavior ends once he gets what he wants or realizes he *won't* get what he wants by acting out.	• You may not know what the Scout wants or is reacting to. • The Scout doesn't seem to have control over his behavior and appears panicky. • He is shutting down or trying to escape. He's not able to process what's going on around him. • He doesn't respond to people's reactions or attempts to talk to him. • He loses his ability to problem-solve and negotiate solutions. • He needs time to calm down and recover, even after a situation has been resolved.

Accessible Facilities Checklist for Scouts and Scouters with Special Needs

Yes	No	ACCESS TO FACILITY
		Is the facility near a public transportation route?
		Do the sidewalks have curb cuts?
		Are there handicapped parking spaces? Van Accessible?
		Are those parking spaces near the entrance?
		Are those spaces 96 inches wide with an added 60 inches for the movement of a wheelchair?
		Is the entrance on grade, or is there a ramped entrance? [A ramp's incline should not exceed one ft. for a 12 foot run.]
		Are there handrails at inclines?
		Do the doors have a power assist or open with a 5 Lb. push-pull?
		Are drains and gratings aligned so it does not trap the wheels?

DOORWAYS-PATHWAYS

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

BATHROOM FACILITIES

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

Yes	No	MULTIPLE LEVEL BUILDINGS
		If facilities are not on grade level, are there internal ramps or an elevator that operates at all times?
		Are elevator call buttons no higher than 42 inches, and control buttons 54 inches?

		SAFETY AND CONVENIENCE FEATURES
		Are there tactile indicators which can warn a person with vision impairments to obstructions and dangers?
		Are audible alarms (bells) supplemented by strobe lights for the hearing impaired?
		Are water fountains projecting, at a 36 inch spout level, or is a cup holder available for a wheelchair user?
		Is there a sensory friendly area to go to when suffering from sensory overload?
		In a location with fixed seats are there seating cut-outs or removable aisle seat armrests to facilitate transfer from a wheelchair?
		Can a wheelchair user utilize work areas (tables, desks, etc.)? [Wooden blocks under the legs can raise the height for tall people too.]

The purpose of this checklist is to make leaders aware of facilities shortcomings for those with special needs and when possible, make changes to better serve the special needs community. We recognize this is not always possible, but hope leaders keep in mind when selecting venues outside the meeting place to accommodate Scouts and Scouters with disabilities.

Accommodations for Scouts

In order to insure success for our Scouts with special needs, sometimes accommodations may be necessary to help assist with completion of a task. Some guiding principles are: not all Scouts with special needs require accommodations, ask parents for guidance as they may have ideas you haven't thought of, be respectful of the Scout's culture and ethnicity, and integrate accommodations into meetings and outings. Sometimes using an accommodation may require other actions. Using these accommodations will hopefully decrease frustration for the Scout, although it may not necessarily eliminate the frustration.

Use **Timing** accommodations WHEN:

The Scout requires more time to read text, write responses, use electronic devices or require assistance to stay on track. Accommodations: Allow more time to complete a task, change the time when subject is presented, or allow the Scout to complete the task in small time blocks.

Use **Scheduling** accommodations WHEN:

Coordination with the effects of medication needs to be considered or for Scouts who have a low frustration tolerance. Accommodation: Schedule task when medication is most effective, utilize active participation during times when the Scout is likely to move around, and provide frequent breaks.

Use **Setting** accommodations WHEN:

A Scout has difficulty focusing attention in a group setting, and other Scouts may be distracted by the accommodation. Accommodations: Personal assistance including supervision and cues, preferential seating, lighting and other environmental factors, and possibly a different location.

Use **Presentation** accommodations WHEN:

A Scout has specific sensory needs, difficulty reading or understanding assignments, or following directions. Accommodations: Change the group size, determine the rate of introduction of new skills, lecture, or demonstration. Teach prerequisite skills, provide visual/ auditory cues, or use BookShare or Braille. Adapt existing materials, provide additional resources, use games, simulate role-playing, or activity-based lessons.

Use **Response** accommodations WHEN:

There is a physical or sensory disability that limits the Scout's ability to respond, memorize, put things in sequence, orient direction, organize things, or other problems that may interfere with successful performance. Accommodations: Allow the Scout to record answers, respond orally, use assistive electronic devices (computer, communication device, etc), make projects instead of written papers, shorten assignments, reminder prompts, scribe answers, use adapted materials such as colored ropes, or use light weight equipment. Allow the Scout to point to answers or give multiple choices instead of giving open-ended responses.

Calming Strategies for Sensory Issues

Things to put in their mouth:

Chewing gum
Eat gummy candy or sticky candy
Chew aquarium tubing
Chew coffee stir sticks or straws

Ways to Move:

Squeeze squishy ball
Squeeze hands tightly and release
Hand fidgets
Bracelet on arm or rubber band
Pushing your thumb into the palms of both hands for 10 seconds
Jumping on ground or trampoline
Heavy work break (heavy ball, bungee cord, fitness tubing)

Avoid Distractions/Loud Noises:

Earplugs or headphones, music to reduce noise, distractions
Giving them a break- go to another area, chair, beanbag, walk
Get a drink
Take a deep breath
Count backwards from 10
Ask others to stop in a calm voice
Positive self-talk
Ask to speak to an adult
Turn eyes away from the distraction
Cool down zone to chill out, calm down, no one talks