

I. Sample Strategy for Autism Spectrum:

a. CHARACTERISTICS:

- i. Poor/no eye contact!
- ii. Repetitive actions/motions (paper flicking, spinning, rocking, etc.)
- iii. Obsessive routines/resistant to change
- iv. Rule driven
- v. Focus on one activity, object, or subject
- vi. Restricted patterns of interest that are abnormal in intensity or focus
- vii. Inflexible adherence to specific routines or rituals
- viii. Trouble transitioning/ breaking away from an activity
- ix. Difficulty making friends with peers
- x. Absence or impairment of imaginative and social play
- xi. Stereotyped, repetitive, or unusual use of language Poor conversational skills - initiating, sustaining, turn-taking, topic maintenance
- xii. Impaired language skills
- xiii. Take things literally - everything is black & white
- xiv. Difficulty understanding humor
- xv. Odd/different voice patterns & volume Difficulty understanding/interpreting facial expressions, body language, and tone of voice
- xvi. Good long-term memory skills
- xvii. May not be able to express frustration & act out instead
- xviii. Sensitivity to stimuli - can be high or low
 1. may not feel pain
 2. dislike of textures, tastes
 3. noises/sounds - even nondescript noises from fans or heaters
- xix. No fear or understanding of danger

b. STRATEGIES:

- i. Encourage parents to be actively involved
- ii. Teach and explain differences to other Unit members
- iii. Buddy System
- iv. Visual Schedules
- v. Checklists
- vi. Detailed directions/information
- vii. Teach skills using EDGE model
- viii. Repeat, repeat, repeat & then have them repeat to you!
- ix. Close sentences - "We went on a ____ (hike)."
- x. Take Scout with ASD aside to discuss upcoming events where you will be going at what you will be doing in detail
- xi. Foreshadow Transitions - 2 minute warning & include what you will be moving to
- xii. Social Stories/Scripts
- xiii. Body space awareness
- xiv. Immediate rewards
 1. check off achievement in book or merit badge card with Scout present
 2. token system
 3. Recognition kit
 4. Achievement Chart
- xv. Control for outside stimuli when possible
- xvi. Monitor for safety

- xvii. Check “Autism and Boys Scouts” group on Facebook ---
<https://sites.google.com/site/autismandboyscouts/home/how-scout-leaders-can-help-autistic-scouts>

II. Sample Strategy for Developmental disAbility

a. CHARACTERISTICS:

- i. receptive /expressive language
- ii. cognition
- iii. physical functions
- iv. social, emotional, and/or self-help skills

b. STRATEGIES:

- i. reword directions
- ii. may need assistance with scissors, glue, knots, etc. for creative activities
- iii. use two color ropes and two color directions/illustrations when learning knots
- iv. EDGE model - expect multiple repeats at Demonstrate and Guide
- v. give directions and have them watch someone else before they do it
- vi. encouragement to participate
- vii. rewards usually work well, pair Cub Scouting Spirit Candle and Advancement Chart or other
- viii. tangible ‘reward’

III. Sample Strategy for Intellectual Impairment

a. CHARACTERISTICS:

- i. significant difficulty learning & slower rate of learning
- ii. difficulty understanding abstract
- iii. disorganized patterns of learning
- iv. some tasks come easily & learn well - others are more difficult
- v. once they learn it, usually keep it, especially with structured, sequenced tasks

b. STRATEGIES:

- i. need visuals & hands-on
- ii. link learning to prior experiences
- iii. teach sequenced tasks Step 1, Step 1,2; Step 1, 2, 3 - always build on step before and review full
- iv. sequence
- v. rote learning
- vi. alternative Eagle Scout Rank Merit Badges (must use form)
- vii. elective (green) Merit Badges follow requirements as stated - no more, no less

IV. Sample Strategy for Sensory Impairment

a. CHARACTERISTICS:

- i. vision
- ii. hearing
- iii. deaf-blind

- iv. usually have some adaptive equipment
- v. eye glasses/contact lenses
- vi. hearing aids
- vii. cochlear implant
- b. STRATEGIES:
 - i. large print for calendars, handouts, etc.
 - ii. identify who is responsible and where extras are kept - Troop, Patrol, or personal First aid kit
 - 1. spare pair of glasses
 - 2. spare hearing aid batteries
 - iii. Buddy system !!!
 - iv. when speaking to hearing impaired or deaf person:
 - 1. be sure the person is looking at you
 - 2. that you are standing facing the light
 - 3. speak clearly, but do not over-emphasize your speech
 - v. closed captioning for movies
 - vi. a few notes about hearing aids & Cochlear Implants (CIs):
 - 1. they increase sound of everything, not just voices
 - 2. they do not always bring hearing into the normal range - expect some of these scouts to miss the sounds of rustling leaves, bird calls, etc.
 - 3. do not assume s/he has heard directions - have him/her repeat information or give the directions to others in order to make sure they got the whole message
 - 4. beyond the Buddy System - a listening buddy repeats/rewords information for hearing impaired peer
 - 5. hearing aids come out and cochlear implants come off for all water activities - peer listening buddy is vital!!
 - 6. children with hearing aids may have some 'residual' hearing, but children with CIs will hear nothing if processor is not connected

V. Sample Strategy for Neurological Impairment

- a. CHARACTERISTICS:
 - i. closed head or traumatic brain injury can affect speech/language, movement, memory
 - ii. other neurological impairment (paralysis)
 - iii. some cognitive (Alzheimer's, dementia, etc)
 - iv. sensory/motor skills
 - v. organizational skills
 - vi. information processing
 - vii. social skills
 - viii. basic life functions - swallowing disorders
- b. STRATEGIES:
 - i. visual/rote schedule
 - ii. planning checklists
 - iii. camp/event packing checklist - when creating list, use boxes rather than bullets for list items, providing a 'natural' check off area

- iv. calendar of events/meetings - notify of changes in writing
- v. models of how to pack/complete tasks
- vi. EDGE teaching model
- vii. role-play situations - active, rehearsed learning

VI. Sample Strategy for Emotional Impairment

a. CHARACTERISTICS:

- i. long-standing characteristics, to a significant degree, affecting learning
 - 1. Post Traumatic stress Disorder
 - 2. Clinical Depression
 - 3. Bipolar
- ii. heightened sense of 'fairness'

b. STRATEGIES:

- i. family can/should key you into what an emotional outburst looks like:
 - 1. precursors - sweating, face flushing, body tensing, head down, etc.
 - 2. are outbursts verbal or physical & if physical do they throw items or hit others?
 - 3. what diffuses the situation prior to an outburst
 - 4. what calms them
- ii. need a 'safe' place for the outbursts/tantrum
- iii. key is safety to others in the group
- iv. give clear, concise expectations - adjusting if you see signs of frustration/outbursts
- v. behavioral 'contract'
- vi. rehearse & review coping strategies prior to big or stressful outings/events such as Pine Wood Derby, Camporee, or Summer camp

VII. Sample Strategy for Communication Impairment

a. CHARACTERISTICS:

- i. articulation - speech sound production
- ii. voice
- iii. fluency - stuttering, speaking rate
- iv. language understanding and/or use is impaired ~ can be verbal or written
- v. memory

b. STRATEGIES:

- i. scribe for written tasks
- ii. explain/demonstrate directions in at least 2 different ways
- iii. visual schedules/charts, checklists
- iv. Boards of Review / Advancement Interviews - can use event photos as prompts
- v. ask them to repeat message if you don't understand
- vi. Don't interrupt or finish a statement for them
- vii. give the speaker your full attention
- viii. avoid noisy situations
- ix. use simple directions and/or short sentences
- x. may use a speech-generating assistive communication device or a picture communication board

VIII. Sample Strategy for Physical Impairment

a. CHARACTERISTICS:

- i. may have difficulty walking/ambulating
- ii. specialized equipment:
 - 1. wheel chair
 - 2. walker
 - 3. quad cane
 - 4. cane
 - 5. braces
- iii. prosthetics - arms, hands, legs
- b. STRATEGIES:
 - i. find out from parent what limitations/adaptations are
 - ii. keep equipment within reach of the youth
 - iii. make sure outing destinations are accessible
 - iv. when speaking with a person in a wheel chair, either get to their eye level (sit with them) or stand a few feet away to prevent neck and back strain
 - v. Don't be afraid to ask how equipment works ~ people with physical impairments often welcome the opportunity to explain themselves and their equipment

IX. Sample Strategy for Health Impairment

- a. INCLUDING, BUT NOT LIMITED TO:
 - i. Asthma
 - ii. Diabetes
 - iii. Sleep apnea
 - iv. Down Syndrome
 - v. Fetal Alcohol / Drug Syndrome
 - vi. Lead Poisoning
 - vii. Seizure disorders/Epilepsy
 - viii. Multiple Sclerosis
 - ix. Cystic Fibrosis!
 - x. Muscular Dystrophy
 - xi. Traumatic brain injury
 - xii. Attention Deficit Disorder (with and without Hyperactivity)
 - xiii. Cerebral Palsy
 - xiv. Allergies - food or other
- b. CHARACTERISTICS:
 - i. limited strength, endurance, or attention
 - ii. trouble focusing ~ not that they can't pay attention; they pay attention to *everything*
 - iii. may see cross-over to other areas ~ intellectual, physical, neurological, physical
- c. STRATEGIES:
 - i. medications :
 - 1. in original containers
 - 2. where kept & who is in charge of them
 - 3. be sure of dosage and timing :
 - a. glucose tablets if diabetics in group

- b. inhalers
 - c. Epi-pens
- ii. equipment :
 - 1. blood sugar test kit
 - 2. helmets/sunglasses for seizure disorders!
 - 3. CPAPs
 - 4. toileting needs
- iii. meal planning - calories and balanced meals
- iv. medical protocols
- v. set goals for task completion
- vi. model organization, especially with backpacking - use packing checklists
- vii. set breaks for high endurance activities

X. Sample Strategy for Specific Learning disAbility

a. CHARACTERISTICS:

- i. normal intellectual ability
- ii. typically in areas of: Reading, Writing, or Math
- iii. trouble reading information in manuals/books but understands when information is read to him/her
- iv. difficulty understanding what they have read
- v. difficulty with spelling and writing
- vi. difficulty with computational skills

b. STRATEGIES:

- i. peer reader or someone to read to them
- ii. writing may take longer
- iii. printing vs. cursive
- iv. scribe for written tasks
- v. word processor for written tasks
- vi. oral responses and demonstration of knowledge rather than written responses to questions
- vii. Text to speech --- Bookshare