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{\f21\fswiss Helvetica;}{\f22\fmodern Courier;}{\f23\fttech Symbol;}{\f200\fnil Compton's- Superscript;}{\f201\fnil Mishawaka Bold;}{\f209\fnil Compton's-Subscript;}{\f256\fnil Mishawaka;}{\f257\fnil MissVikki;}{\f1039\fnil Dagger;}
{\f1072\fnil Placard SSi;}{\f1132\fnil Unicorn Script SSi;}{\f1214\fnil Signature;}{\f1234\fnil Academia SSi;}{\f1296\fnil Sherwood;}{\f1451\fnil Manual SSi;}{\f1522\fnil Menuetto;}{\f1723\fnil Boulder;}{\f1759\fnil GoodCityModern;}
{\f1804\fnil Abrazo Script SSi;}{\f1877\fnil Match Morse;}{\f1878\fnil Match Morse Legend;}{\f1883\fnil MostGeneva;}{\f1984\fnil Bazooka;}{\f2000\fnil Skia;}{\f2013\fnil Hoefler Text;}{\f2018\fnil Hoefler Text Ornaments;}{\f2327\fnil Adrielle-Light;}
{\f2354\fnil Chaucer;}{\f2468\fnil FunkyFresh;}{\f2502\fnil Tango Script SSi;}{\f2515\fnil MT Extra;}{\f2630\fnil Tycoon OldStyle SSi;}{\f3060\fnil Jennifer;}{\f3225\fnil PalatiaBold;}{\f3365\fnil Stylus;}{\f3998\fnil Librarian;}
{\f4323\fnil PalatialItalic;}{\f4767\fnil Moderne;}{\f6468\fnil Palatia;}{\f8234\fnil Tubular;}{\f8237\fnil Heather;}{\f8366\fnil Muriel;}{\f8411\fnil Standout;}{\f8433\fnil Steamer;}{\f8477\fnil Jester;}{\f8482\fnil Calligrapher;}{\f8487\fnil Scribble;}
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\page {\f20 Date: Mon, 19 Sep 1994 00:33:56 -0400 (EDT)\par
From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par
Subject: Merit Badge Requirements & A Word on Disability\par
\par
Kerry,\par
\par
Your intuition is right. The Official BSA line is found in Merit Badge\par
Counseling, Booklet No. 6517, which states, "The Scout is expected to meet\par
the requirements as stated--no more and no less. Furthermore, he is to do\par
exactly what is stated. . . ."\par

```

\par

Now, I've been signing those little blue cards, since sometime around 1969\par and I've almost always found a little room for interpretation, unless the\par requirement was extremely specific. I know that I've been reluctant to\par sign when a Scout was only putting forth minimal effort and could do much\par better. In such cases I've encouraged the Scout to see this as a growth\par opportunity where he could get something out of it besides a mere badge. \par In a few instances, where a Scout was going all out, I know that I've\par interpreted just what would suffice as a "demonstration" or how to show\par something. \par

\par

Since my early days, I've also learned that BSA has an Alternative Eagle\par Program for Scouts with disabilities. Under certain circumstances, when a\par mental or physical handicap (health care professional certified permanent\par disability) prevents a Scout from completing required Eagle Merit Badges,\par others may be substituted and an Alternative Eagle Application No.\par 58-730 submitted with the standard Eagle Application No. 58-728.\par In addition, time limits may be waived. However, even here BSA stands\par firm that the requirements must be met as set out. Sometimes this means\par that reasonable accomodation is dictated in how a report is written (using\par special devices) or ideas are communicated (again special devices for\par those incapable of oral expression).\par

\par

For those of you who are interested, Scouting has the following\par publications available:\par

\par

Scouting and the Learning Disabled: A Manual for Scouting Leaders\par
Scouting for the Physically Disabled\par
Scouting for the Hearing Impaired\par
Scouting for the Blind and Visually Impaired\par
Scouting for the Mentally Retarded\par

\par

Yours in Scouting, Michael F. Bowman, a/k/a Professor Beaver\par
Deputy District Commissioner Exploring, GW Dist., NCAC, BSA\par
Speaking only for myself, but with Scouting Spirit . . .\par

\tab \tab ____ mfbowman@CAP.GWU.EDU ____}\page {f20 Date: Tue, 20 Sep 1994
01:20:33 -0400 (EDT)\par

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par

Subject: Re: Non-swimmer Advancement\par

\par

Vic,\par

\par

While the Scout in question may not have any apparent disability, its hard\par to know for certain. Have you talked with his parents? There may be some\par less obvious disabilities in motor coordination, learning, etc. If so,\par then your troop committee has the lattitude to waive the swimming\par requirements on a medical or safety basis. \par

\par

On the other hand, if the Scout is not trying hard enough, developing\par

slowly, experiencing fear or just having a hard time of it, it may just be
that it will take time and that he will need support in the meantime. He
may need reassurance that its okay to take the time, etc. \par

\par

Yours in Scouting, Michael F. Bowman, a/k/a Professor Beaver\par
Deputy District Commissioner Exploring, GW Dist., NCAC, BSA\par
Speaking only for myself, but with Scouting Spirit . . .\par

\tab \tab _____ mfbowman@CAP.GWU.EDU _____\par

}page {\f20 Date: Sun, 25 Sep 1994 00:17:28 -0400 (EDT)\par

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par

Subject: Request for Info on Manual\par

To: Mike Schatzberg <mike_schatzberg@m1mail.sbi.com>\par

\par

Mike,\par

\par

Scouting and the Learning Disabled: A Manual for Scouting Leaders #3065,\par

ISBN-0-8395-3065-X, BSA (1987) still is on the shelf of our local Scout\par

Shop. If you can't get it locally, try the National Supply Division. If\par

you still are having a tough time, let me know.\par

\par

Yours in Scouting, Michael F. Bowman, a/k/a Professor Beaver\par

Deputy District Commissioner Exploring, GW Dist., NCAC, BSA\par

Speaking only for myself, but with Scouting Spirit . . .\par

\tab \tab _____ mfbowman@CAP.GWU.EDU _____\par

}page {\f20 Date: Sun, 25 Sep 1994 18:36:08 -0400 (EDT)\par

From: Kerry Sipe <sipe@infi.net>\par

Subject: Re: Merit Badge Requirements & A Word on Disability\par

\par

On Mon, 19 Sep 1994, Michael F. Bowman wrote:\par

\par

> ...The Official BSA line is found in Merit Badge\par

> Counseling, Booklet No. 6517, which states, "The Scout is expected to meet\par

> the requirements as stated--no more and no less. Furthermore, he is to do\par

> exactly what is stated. . . ."\par

> \par

MIKE: Thanks for the good advice about Whitewater merit badge.\par

\par

I am interested in your work with Scouts with disabilities. I had a troop \par

of Scouts, mostly with mental retardation, three or four years ago. I \par

really enjoyed working with them, though of course it was necessary to \par

modify many of the requirements. still, the boys were challenged and \par

required to do their best. It was during thta expreience I began to \par

realize that so some extent we are all disabled, merely in different \par

ways. Every one of us needs to be given a break on what is expected of us \par

from time to time.\par

\par

KERRY W. SIPE

sipe@infi.net\par

-----\par

608 Malen Road, Virginia Beach, VA 23454 USA\par

(804) 340-5899 or (804) 547-9765

Date: Mon, 26 Sep 1994 02:06:40 -0400 (EDT)

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>

Subject: Re: Merit Badge Requirements & A Word on Disability

To: Kerry Sipe <sipe@infi.net>

Kerry,

Your last paragraph hit the point. We all have some disabilities, if you think about it. Some learn slow. Others have ADD. Some are more visible when there's an appliance or wheelchair. I worked with a Pack that had about 50% on Ridlin or other drug therapies due to behavior problems. In some cases, Scouting did more for the boy than the drugs. This got me interested enough to buy and read the literature on other areas so that I could be a better Roundtable Commissioner for the Cub Scout program in our District. Again, its just another area where its so important to teach tolerance, respect and understanding. Now I teach Ethics in Action to leaders using the scenarios addressing handicap problems. All of which is to say, I really don't have that much experience or training, just an appreciation that these Scouts deserve as much as we can deliver, some of which comes from my own past.

While at Purdue University and working at a Scout Camp, I had a nasty accident at Camp that damaged my knees. The athletic doc thought I might not be able to walk unassisted. I struggled to regain my footing so to speak and walk, but can't run anymore. Its not noticable, but it sure opened my eyes back then to handicap access issues. After you drag yourself up three flights of stairs by a banister day after day, you begin to notice things like that. Well it opened my eyes to what it must be like for someone permanently disabled - kinda like one of those Ethics in Action lessons (only it took a bigger one to penetrate this thick skull) grin.

Yours in Scouting, Michael F. Bowman, a/k/a Professor Beaver

Deputy District Commissioner Exploring, GW Dist., NCAC, BSA

Speaking only for myself, but with Scouting Spirit . . .

____ mfbowman@CAP.GWU.EDU ____

From mfbowman Sun Nov 13 16:19:23 1994

Date: Sun, 13 Nov 1994 15:59:35 -0500 (EST)

Subject: GEN: Blind Beaver Scout (UK) : Leaders need advice on integration

Ian,

Aside from the obvious thing of having a long talk with the lad's mum, it might be worthwhile to ask his mom's permission for the leader to chat with whoever, he has been learning how to handle his life challenge; e.g. therapist, medical professional, etc.

One thing that might be useful is to run some of the Beavers through some

learning exercises disguised as games that we do with Cubs here in a program called Ethics in Action. Two of the exercises (for small groups) involve blindness. One is called Lost in Space. All of the Scouts are blindfolded except one, who is the space station. The goal of the other Scouts is to find the space station. After they are blindfolded, ask each to turn around three or four times. Move the space station. Tell them the cannot make any sound except when they bump into someone or something. Then they can say beep beep. If it is another Scout, he responds by saying beep beep. If the person is the space station, he takes the hand of the beeping scout silently. Then the Scout is allowed to remove his blindfold and become part of the space station, helping others in with a silent hand when in reach. Game continues until all make it to space station or are too tired to have any more fun. Requires large unobstructed area for safety. Afterwards you have a discussion while they are still laughing about it.

Start with feeling questions; e.g. Did you feel a little worried or afraid when you weren't able to see? How did you figure out where the Space Station was (single unanswered beep beep). Then move on to guiding questions; e.g. Many of you were tempted to peek (probably did), could a blind person peek? How does a person who cannot see well know where to go? Now move on to open ended questions like; How could we be of help to people who cannot see when they are in a new place, or when things have been moved around? If you meet a person with a white cane or guide dog, who seems to need help, what can you do? Are there times when a person who can see might feel like you did when you first played this game? Use reflective questions as appropriate, rephrasing and reinforcing all positive contributions and don't criticize any answer. They'll catch the drift.

Another exercise is to have each take a piece of paper and place it on his head. Ask them to draw a picture of themselves on the paper without looking. Its awkward and embarrassing! Similar questions are asked. Again the pattern is to ask questions that first deal with feelings, then guide discussion, followed by observation and then reflection. The key is to ask open ended questions.

By playing these simple games, the boys themselves can decide a lot about how it feels to be blind and what they can do to help someone who is blind. It will also open their minds to be receptive later when their leader tries to give them some cues about dealing with a blind friend!

Hope this is of help Ian.

Speaking only for myself in the Scouting Spirit, Michael F Bowman
Used to be a Beaver, National Capital Area Council, B.S.A.
mfbowman@CAP.GWU.EDU (mfbowman@CAPACCESS.ORG after 12/13/94)

}page {f20 Date: Mon, 14 Nov 1994 12:48:01 -0700

From: Andrew Heath <HEATHA@YVAX.BYU.EDU>\par
Subject: Re: Blind Beaver Scout (UK) : Leaders need advice on integration\par
\par

>We have been asked to take a totally blind kid into our Beaver Scout colony\par
>He will be six in June, so we have a few months to make plans. However, we\par
>need information / advice / ideas regarding how best to integrate him\par
>successfully.\par

\par
Great!! I have one scout who is blind and he is a great addition to my troop.\par
\par

>... he will know a lot of the other kids in the Colony.\par
\par

Definatly a plus, since they know him they will have had experience interacting\par
with him.\par
\par

>... the room is full of furniture , pillars and other obstructions\par
>The first problem will be making sure the environment is as safe as\par
>possible, and reminding the boys not to leave chairs etc. sticking out. The\par
>plus side is that Toby goes to the church and associated school , so he will\par
>have some knowledge of the geography and layout, and should also know most\par
>of the kids...\par

\par
Sounds like you have this one in control. Blind people have great memories, out\par
scout manovers around the building quite well without help (either another\par
person or a cane). Sometimes he does get excited and then he gets disoriented -\par
when this happens we calm him down and place him somewhere so he knows where
he\par
is.\par
\par

>...- the problem will be to get the balance between those things he can do\par
>independently , those things that will need minimal help, and those that\par
\par

Each child is different (both 'normal' and 'special needs' kids), I let mine\par
determine when he can do it and when he needs help. His peers seem to be more\par
sensitive to his needs then the adults. He suprizes us alot, some times \par
wonder if he is really blind. We started him pounding in nails for a service\par
project once and his was the straightest section of nails.\par
\par

>The other thing that would be useful is advice on equipment. I've already\par
>worked out that a tape recorder would be useful. We've got some stuff such\par
>as a ball with a bell in, but I'd like other suggestions...\par
\par

Again it sounds like you are off to a good start. Try to get in contact with\par
organizations which specialize in helping viually disabled individuals, they\par
can be a great resource. They make special maps and other visuals, as well as\par
have people who will record printed materials that you are using. Tinfoil is a\par
great thing to have along with something to draw on it with. The child can then\par
feel what is drawn in the foil.\par
\par

>I've still got to check on where he is with regard to mobility education\par
>and so on - today he was holding his Mum's hand , but I don't know if he he\par
>started using a long cane yet. Also I'm assuming that he probably will not\par
>read Braille - after all, few six year-olds w/o visual impairments can read\par
>print effectively !\par

\par

I have one scout who is good friends with my blind scout who can lead him\par
around when we are hiking or moving around. He is used to working with him, \par
also have done awareness activities with the whole group. The person who is\par
leading need to have the experience of being led, this way they are more\par
conscious of pointing out potential hazards while they are leading.\par

\par

\par

>... It could be that we could find some of the older Cub\par
>Scouts to help - several of the nine to ten year-olds are very sensible an\par
>could help him with anything that requires, say, reading and writing. In\par
>many ways I'd prefer an older kid than having him too dependent on adults,\par
>because I think he will integrate better that way.\par

\par

I agree, Keep as much of the help as you can in his peer group, Older scouts\par
are also good, It will add a lot to their scouting experience and give them a\par
new perspective of what leadership is.\par

\par

\par

Good luck with your new cub, and keep us posted on how he is doing.\par

\par

YiS, Andrew J. Heath (heatha@yvox.byu.edu)\par

}page {f20 From: ianford@dircon.co.uk (Ian Ford)\par

To: mfbowman@CAP.GWU.EDU\par

Subject: GEN: Blind Beaver Scout (UK) : Leaders need advice on integration\par

Date: Mon, 14 Nov 94 23:24:39 GMT\par

\par

Michael -\par

\par

Thanks for reminding me of the Ethics in Action material. I will make sure \par
that the leaders prepare the Colony by the sort of activities you suggest.\par

\par

In the longer term the problem is the weekly meetings - there <are> games \par
that rely on other senses , e.g. a Kim's Game using smells, Giant's Keys \par
(where kids have to sneak up on a blind giant and steal a bunch of keys) \par
etc. I assume that for some activities he might need a partner to steer him\par
during activities. \par

\par

Another plus is that it might encourage the Leaders to introduce more \par
singing and story-telling ... the previous BSL tended to concentrate more on \par
physical activities. Also things like junk models would be good. All these \par
activities would appeal to the whole group.\par

\par

The core areas of the Beaver program are :\par

\par

- * singing and acting\par
- * making something\par
- * local nature\par
- * local knowledge\par
- * home safety\par
- * road safety\par

\par

In addition there should be outings and Colony good turns. It is in some of \par these areas that I am looking for specific ideas , tips about equipment or \par training aids that might be useful, etc. I will probably contact the \par Occupational Therapist at Moorfields Eye Hospital (which is quite near) and \par ask if I can pay a visit to their resource room.\par

\par

The boys are probably more knowledgeable than the adults since they are in \par school together. I don't think that attitude will be a problem for the kids \par from Our Lady of Grace (the school most of our kids go to) although some \par of the other kids who don't know him may have a problem adjusting.\par

\par

Nobody can ever say that this Scouting game is dull ...\par

\par

YiS\par

Ian F }\page {f20 From: ianford@dircon.co.uk (Ian Ford)\par

To: mfbowman@CAP.GWU.EDU\par

Subject: GEN: Blind Beaver Scout (UK) : Leaders need advice on integration\par

Date: Mon, 14 Nov 94 23:24:39 GMT\par

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- * local knowledge\par

* home safety\par

* road safety\par

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\par

Nobody can ever say that this Scouting game is dull ...\par

\par

YiS\par

Ian F }page {f20 Date: Wed, 16 Nov 1994 23:00:21 -0500 (EST)\par

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par

Subject: Re: GEN: Blind Beaver Scout (UK) : Leaders need advice on integration\par

To: Ian Ford <ianford@dircon.co.uk>\par

\par

Ian,\par

\par

Good luck - sounds like a pleasant challenge.\par

\par

Speaking only for myself in the Scouting Spirit, Michael F Bowman\par

Used to be a Beaver, National Capital Area Council, B.S.A.\par

mfbowman@CAP.GWU.EDU (mfbowman@CAPACCESS.ORG after 12/13/94)\par

}page {f20 Date: Sun, 20 Nov 1994 17:40:42 -0800\par

From: "Elizabeth A. Stiles" <estiles@PACIFIER.COM>\par

Subject: Re: ADD/ADHD Kids\par

\par

Went to a class at Powwow/Potlatch on Saturday. Three of all things was a class on kids with ADD/ADHD. Came home with some good information. The class was lead by an Adult who just 5months ago found out that he was a ADD adult. Told us all the story about

how as an Adult he never heald a job longer the 27 months. Never fired, but got board with the job. The following is a copy of a hand out that I though everyone would be interested in.\par

\par

}{b\fs30 AN ADD CHILD'S BILL OF RIGHTS\par

}{f20 \par

"Help me to focus" Please teach me through my sense of "touch." I need "hands-on" and body movement.\par

\par

"I need to know what comes next" Please give me a structured environment where there is a dependable routine. Give me advanced warning if there will be changes.\par

\par

"Wait for me. I'm still thinking" Please allow me to go at my own pace. If I rush, I get confused and upset.\par

\par

"I'm stuck, I can't do it" Please offer me options for the problem-solving. I need to know the detours when the road is blocked.\par

\par

"Is it right? I need to know NOW!" Please give me rich and immediate feedback on how I'm doing.\par

\par

"I didn't forget, I didn't 'hear' it in the first place." Please give me directions one step at a time and ask me to say back what I think you said.\par

\par

"I didn't know I WASN'T in my seat!" Please remind me to stop, think, and act.\par

\par

"Am I almost done now?" Please give me short work periods with short term goals.\par

\par

"What?" Please don't say "already told you that". Tell me again in different words. Give me a signal. Draw me a symbol.\par

\par

"I know, it's ALL wrong isn't it?" Please give me praise for partial success. Reward me for self-improvement, not just for perfection.\par

\par

"But, why do I always get yelled at?" Please catch me doing something right and praise me for my specific positive behavior. Remind me (and yourself) about my good points, when I'm having a bad day.\par

\par

c 1991, Ruth Harris, Northwest Reading Clinic\par

\par

\par

\par

Got this from one of the handouts in class. For those of you who sometimes lack for the right guidance to give your child's teacher there is real wisdom in this list and for those of us who need for ourself more understanding.\par

\par

I felt really good about what this class was trying to teach those who don't live with our kids.\par

\par

Liz Stiles\par

\par

estiles@pacifier.com\par

\par

got that warm feeling all over..... ;)\par

\par

}page {f20 Date: Sun, 20 Nov 1994 22:47:42 -0500 (EST)\par

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par

Subject: Re: ADD/ADHD Kids\par

\par

Liz,\par

\par

Thanks for sharing the handout! And for those of us who are trainers, a\par
lot of the pointers in the handout have more general application. When\par
working with others, it seems that using most of the same strategies\par
suggested by the handout always pays dividends in better performance and\par
personal satisfaction whether its an ADD/ADHD Scout or a veteran Scouter\par

\par

Speaking only for myself in the Scouting Spirit, Michael F Bowman\par

Used to be a Beaver, National Capital Area Council, B.S.A.\par
mfbowman@CAP.GWU.EDU (mfbowman@CAPACCESS.ORG after 12/13/94)\par

}page {\f20 Date: Mon, 21 Nov 1994 08:21:36 -0700\par

From: BILL NELSON <nelsonb@aztec.inre.asu.edu>\par

Subject: Re: ADD/ADHD Kids\par

\par

>Liz,\par

>\par

>Thanks for sharing the handout! And for those of us who are trainers, a\par
>lot of the pointers in the handout have more general application. Whe\par
>working with others, it seems that using most of the same strategies\par
>suggested by the handout always pays dividends in better perf\par

\par

I agree, it sure sounded like all my Webelos\par

\par

-bill\par

\par

--\par

Bill Nelson, Webelos Den Leader\par

Eagles Patrol, Pack 878\par

Tempe District, Grand Canyon Council\par

Phoenix, AZ USA\par

}page {\f20 Date: Mon, 21 Nov 1994 23:55:23 -0500 (EST)\par

From: "Michael F. Bowman" <mfbowman@cap.gwu.edu>\par

Subject: Re: BSA Requirements for Second and First Class\par

To: Fred Rogers <fredrogers@VNET.IBM.COM>\par

\par

Fred,\par

\par

I think the safety aspect is almost always going to be related to the\par
medical, but here is an example of the difference. A Scout with a disability\par
may not be able to safely take a swim test in a moving body of water like a\par
river, but in a pool's middle area (4 feet), he may be able to safely take\par
a test eventhough disabled.\par

\par

Speaking only for myself in the Scouting Spirit, Michael F Bowman\par

Used to be a Beaver, National Capital Area Council, B.S.A.\par

mfbowman@CAP.GWU.EDU (mfbowman@CAPACCESS.ORG after 12/13/94)\par

}page {\f20 Date: Mon, 21 Nov 1994 11:27:44 -0500\par

From: Lisa Varner <lvarner@FREENET.COLUMBUS.OH.US>\par

Subject: Re: ADD/ADHD kids\par

\par

Liz,\par

I have to agree with Micheal this is a great handout! I will be saving it\par and delivering it to a fellow co-leader. Our troop has a few kids that\par need this extra attention. One of our leaders has no patience and is\par always dropping into her Army Sargeant voice. One of the girls has come\par to me on numerous occasions and said,"Why is she always yelling at me? \par don't think she likes me." I'm glad to see she feels she can come to me\par for some support, but this leader is very hard to make excuses for! I can\par only be so diplomatic! She will be getting the first copy of this that\par comes off my computer! Thanks.\par

\par

Lisa Varner << lvarner@freenet.columbus.oh.us >>\par

Haven't been there. Don't want to go. Don't need another t-shirt!\par

}page {\f20 Date: Tue, 22 Nov 94 07:14:06 EDT\par

From: "Fred Rogers" <fredrogers@VNET.IBM.COM>\par

To: mfbowman@cap.gwu.edu\par

Subject: Re: BSA Requirements for Second and First Class\par

\par

Michael, thanks for taking the time to reply to my question. You make\par a very good point and that is exactly the kind of example that I was\par hunting, something that would shed some light on the difference between\par medical and safety reasons.\par

\par

Fred\par

\par

}page {\f20 Date: Fri, 20 Oct 1995 12:55:00 CDT\par

From: Sundae Kadlec <clover@POPMAIL.MCS.COM>\par

Subject: Re: SPECIAL\par

\par

you wrote:\par

\par

\par

e\par

> We have several Cubs with ADD who are doing just fine\par

> in the "mainstream" but I never see any boys at Roundups who are faced\par

> with other physical/emotional challenges.\par

Mike Daly\par

> Cub Master Pack 27 (We Do Our Best!) dalym1@doim6.monmouth.army.mil\par

>\par

In reply:\par

\par

Our school is the magnet for the special needs children for our district.\par

We have been dealing with some handicapping issues for some time.\par

\par

When our Pack was initially approached by families with handicapped children\par

we opted to take them in as they come in the door and deal with each one's\par

set of problems as they are presented, rather than start a special needs\par

Pack, we choose to include them, in effect mainstreaming them into scouts.\par

Most often I find that those parents do not know that their son can still
do scouting even if handicapped. They often hesitate to ask, and are
usually delighted to be told "Yep, he's a boy ain't he??" (standard
response, gets em every time!) *snicker*

The pack we are in has its share of those children with ADD, BD and whatever
else happens to walk in the room with those boys, we take the stance
that if the child is enrolled in our charter school, he should be included
in the Pack if he is interested.

We have a Tiger program for those boys who are in the Bridges program at
the school (that in between Kindergarten and first grade class.) This
is highly popular, as alot of those children need a forum from which to
make social friends, and Tigers does that! This Tiger groups meets along
with the rest of the First graders, they just get to do it two years in
a row. I have yet to see a parent or child walk away from it, and it appears
that those boys who did Tigers for two years, really have the scouting
spark by the time they are Wolves.

At present one of our most successful stories, is Ryan, who joined
when a Tiger and is now a Webelo! He has a form of MS. His den leader
is a trouper, and always makes an allowance for him whenever some type of
intricate muscle movement is involved, such a using a pocketknife. Common
sense and logic has steered her along the way. Honestly tho,
most of all it's the boys in his den who support, protect and help
this young man. I am especially proud if each of them! :)

A second boy with the same type of handicap is a Bear this year and
really has the fire for scouts, I do not think I have ever seen him without
a glowing smile on his face, due in a large part to supportive parenting.

This year we are presented with another boy who is joining Tigers
that has Luekemia. Wheelchair and all, we expect to see him and his parents
participate every step of the way. Why not? He's a boy ain't he??

I feel the key is the parent of that child who has the handicap. I
contact right away and explain that we'd love to have their son involved.
I also ask them to tell me in specific what his handicaps are: What can
he do, what is a struggle? And then ask if they will be willing to be a
den leader or assistant or even a parent helper at den meetings if
that is what the den leader needs. We also ask that parent to attend the
first few den meetings, so that everyone gets a chance to feel comfortable.
Which helps the den leader to see how he interacts with others and allows
her to build a strong relationship with the parent.

The other thing I try real hard to do is nail that Tiger parent with
the AD or BD child. Nail them for leaders, asst. leaders.

I feel that if your son is the one who is the disruptive

child, needing the most consistant discipline, than you are the parent\par
who needs to be his leader. Nothing burns out a den leader faster\par
than go rounds with a child that they cannot control.\par
These words may seem harsh but I have a BD child myself. And I do lead\par
his den, it would be unfair to hand him off to someone else,\par
knowing the leader is gonna struggle with him every step of the way.\par

\par
Sundae Kadlec\par
Committee Chair Pack 154\par
St. Charles, IL\par

\par
Date: Sun, 22 Oct 1995 21:19:29 -0400 (EDT)\par
From: "Michael F. Bowman" <mfbowman@CapAccess.org>\par
To: "H.J.M. van Burg" <H.J.van.Burg@inter.nl.net>\par
cc: John Oakes <joakes@CARINA.UNM.EDU>, Ian Ford
<ianford@DIRCON.CO.UK>\par
Subject: Re: disabeled scouts\par

\par
On Sat, 21 Oct 1995, H.J.M. van Burg wrote:\par

\par
> Hello Michael,\par
> Via the scoutslist I heard that you knew something or had experience in\par
working with disabeled scouts. Our group John mc Cormick in Zoetermeer \par
Netherlands started with a special group for children with learning-problems. \par
We would be verry pleased with all information you could give.\par

> \par
> greetings,\par
> \par
> Harm Jan van Burg\par
> \par
Harm,\par

\par
Someone was trying hard to help, but over estimated my knowledge. Much \par
of the time I function as a resource person and help people find \par
information, which sometimes gets mistaken as substantive knowledge. I \par
wish that I could help personally, but I really don't have the kind of \par
knowledge you need. However, I know two tremendous Wood Badge Scouters \par
one in the United Kingdom and one in the United States who have both \par
experienced ADD up close and personal and who know much more about \par
making Scouting work with Scouts that are challenged with maybe more than \par
normal. Those two Scouters are Ian Ford and John Oakes (listed as CC: \par
addressees above). By the way they are also friends and can work \par
together to give ideas and advice that I couldn't. (Ian and John sorry \par
to hit you guys like cold water, but I couldn't think of anyone better \par
suited to helping out.)\par

\par
I wish you much success in your efforts to extend Scouting's reach to \par
more young people. \par
\par

Speaking only for myself in the Scouting Spirit, Michael F. Bowman\par
DDC-Training, GW Dist. Nat Capital Area Council mfbowman@CAPACCESS.ORG\par

\par

\par

Date: Mon, 23 Oct 1995 07:01:29 +0000 (GMT)\par

From: Ian N Ford <ianford@dircon.co.uk>\par

To: "Michael F. Bowman" <mfbowman@CapAccess.org>\par

Subject: Re: disabeled scouts\par

\par

Mike\par

\par

No problem with giving my name to the chap in Netherlands ... there is one\par
minor issue. Certainly here in UK " learning disabled " is used to \par
describe mentally handicapped / retarded individuals, and what in the US \par
would be described as a lerning disability would be described either by \par
name (e.g. dyslexia) or as Specific Learning Difficulty. AD/HD is hardly \par
recognised, and typically kids would be classified as either having SLDs\par
or if there were serious behavioural aspects as EBD (emotionally or \par
behaviourally disturbed.)\par

\par

The trouble is that parents with mentally handicapped kids did not like\par
the terms mentally handicapped or retarded. So they chose " learning \par
disabilities " as the preferred euphemism. You can imagine the problem \par
this causes educators and psychologists doing international literature \par
searches !\par

\par

According to Driver & Vehicle Licensing Agency AD/HD is a " mental \par
disorder " ... at least that was what the form said when I had to declare it.\par

So I guess that puts me in the mad axeman category ... <megagrin>\par

It's about time we stopped being so PC and actually used words that have \par
real meanings. Ah well, that's my moan for today.\par

\par

Have fun\par

\par

Ian (a brother Beaver and also an Adder)\par

\par

Date: Sat, 25 Nov 1995 00:19:17 -0500 (EST)\par

From: "Michael F. Bowman" <mfbowman@CapAccess.org>\par

Subject: Re: To Ed Henderson and Michael Ban\par

\par

I have to agree with Jon Dixon that we ought to be able to have a \par
discussion and disagreement without making things too personal. Part of \par
the cause of the warmth of disagreement may well stem from differences in \par
culture in the places we live. \par

\par

Here in Northern Virginia the School system seems to be absolutely in \par
love with easy solutions for hard problems and frequently tries to get \par
kids on perscription medications that are not needed. I couldn't begin \par
to tally up the number of parents that have related the same story about \par

being told their child needed medication. This is especially true about under-challenged gifted children. Similarly, it seems that too many Doctors are prone to try to prescribe a medication to nearly any patient that comes through the door without exercising judgment. In my own case the results were nearly fatal; e.g. 13 years on an unneeded medication with side effects. This situation lends itself to a certain amount of frustration and distrust for medicinal cures.

Likewise we have been witness to changes in our culture where the amount of violence in schools and degree of it seem to have increased. Again more frustration.

Because of this it is hard to understand sometimes and to give creditability to the need in specific instances for medication to deal with a disorder that itself is not well understood by most.

We all can learn and if our heart is truly in this business for the Scouts, then there has to be some room to consider alternatives to help those Scouts. This may mean maintaining discipline, but not necessarily with corporal punishment, while at the same time engaging in strategies to affirmatively help. I have to there is some room in the middle to allow for a unit to help, while not sacrificing quality or discipline by choosing methods that work.

For your consideration let me append a previous posting from last year that applies not only to the target audience, but to every Scout in some degree.

Date: Sun, 20 Nov 1994 17:40:42 -0800
From: "Elizabeth A. Stiles" <estiles@PACIFIER.COM>
Subject: Re: ADD/ADHD Kids

Went to a class at Powwow/Potlatch on Saturday. Three of all things was a class on kids with ADD/ADHD. Came home with some good information. The class was lead by an Adult who just 5months ago found out that he was a ADD adult. Told us all the story about how as an Adult he never heald a job longer the 27 months. Never fired, but got board with the job. The following is a copy of a hand out that I though everyone would be interested in.

AN ADD CHILD'S BILL OF RIGHTS

"Help me to focus" Please teach me through my sense of "touch." I need "hands-on" and body movement.

"I need to know what comes next" Please give me a structured environment where there is a dependable routine. Give me advanced warning if there will be changes.

"Wait for me. I'm still thinking" Please allow me to go at my own pace. \par
If I rush, I get confused and upset.\par

\par

"I'm stuck, I can't do it" Please offer me options for the \par
problem-solving. I need to know the detours when the road is blocked.\par

\par

"Is it right? I need to know NOW!" Please give me rich and immediate \par
feedback on how I'm doing.\par

\par

"I didn't forget, I didn't 'hear' it in the first place." Please give me \par
directions one step at a time and ask me to say back what I think you said.\par

\par

"I didn't know I WASN'T in my seat!" Please remind me to stop, think, and \par
act.\par

\par

"Am I almost done now?" Please give me short work periods with short term \par
goals.\par

\par

"What?" Please don't say "already told you that". Tell me again in \par
different words. Give me a signal. Draw me a symbol.\par

\par

"I know, it's ALL wrong isn't it?" Please give me praise for partial \par
success. Reward me for self-improvement, not just for perfection.\par

\par

"But, why do I always get yelled at?" Please catch me doing something \par
right and praise me for my specific positive behavior. Remind me (and \par
yourself) about my good points, when I'm having a bad day.\par

\par

c 1991, Ruth Harris, Northwest Reading Clinic\par

\par

\par

\par

Got this from one of the handouts in class. For those of you who \par
sometimes lack for the right guidance to give your child's teacher there \par
is real wisdom in this list and for those of us who need for ourself more \par
understanding.\par

\par

I felt really good about what this class was trying to teach those who \par
don't live with our kids.\par

\par

Liz Stiles\par

\par

estiles@pacifier.com\par

\par

got that warm feeling all over..... ;)\par

\par

\par

Speaking only for myself in the Scouting Spirit, Michael F. Bowman\par

DDC-Training, GW Dist. Nat Capital Area Council mfbowman@CAPACCESS.ORG\par

\par

\par

From <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU> Wed Jul 10 13:40:46 1996\par

Return-Path: <@pucc.PRINCETON.EDU:owner-scouts-l@TCUBVM.IS.TCU.EDU>\par

Received: from pucc.PRINCETON.EDU (smtp@pucc.Princeton.EDU [128.112.129.99]) by cap1.CapAccess.org (8.6.12/8.6.10) with SMTP id NAA06183; Wed, 10 Jul 1996 13:40:46 -0400\par

Received: from PUCC.PRINCETON.EDU by pucc.PRINCETON.EDU (IBM VM SMTP V2R2)\par

with BSMTP id 7495; Wed, 10 Jul 96 13:38:15 EDT\par

Received: from TCUBVM.IS.TCU.EDU (NJE origin MAILER@TCUBVM) by PUCC.PRINCETON.EDU (LMail V1.2a/1.8a) with BSMTP id 5576; Wed, 10 Jul 1996 13:38:14 -0400\par

Received: from TCUBVM.IS.TCU.EDU (NJE origin LISTSERV@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail V1.2a/1.8a) with BSMTP id 5251; Wed,\par

10 Jul 1996 12:36:13 -0600\par

Received: from TCUBVM.IS.TCU.EDU by TCUBVM.IS.TCU.EDU (LISTSERV release 1.8b)\par

with NJE id 5243 for SCOUTS-L@TCUBVM.IS.TCU.EDU; Wed, 10 Jul 1996\par 12:35:42 -0600\par

Received: from TCUBVM (NJE origin SMTP@TCUBVM) by TCUBVM.IS.TCU.EDU (LMail)\par

V1.2a/1.8a) with BSMTP id 5242; Wed, 10 Jul 1996 12:35:40 -0600\par

Received: from cfcp0.fwd.areur by tcubvm.is.tcu.edu (IBM VM SMTP V2R2) with TCP; Wed, 10 Jul 96 12:35:35 CST\par

Received: by cfcp0.fwd.areur with Microsoft Exchange (IMC 4.0.838.14) id <01BB6E97.2EF3FE80@cfcp0.fwd.areur>; Wed, 10 Jul 1996 19:37:08 +0200\par

X-Mailer: Microsoft Exchange Server Internet Mail Connector Version 4.0.838.14\par Encoding: 140 TEXT\par

Message-ID: <c=US%a=_%p=ORGANIZATION%l=CFCP0-960710173707Z-8718@cfcp0.fwd.areur>\par

Date: Wed, 10 Jul 1996 19:37:07 +0200\par

Reply-To: SCOUTS-L - Youth Groups Discussion List <SCOUTS-L@TCUBVM.IS.TCU.EDU>\par

Sender: SCOUTS-L - Youth Groups Discussion List <SCOUTS-L@TCUBVM.IS.TCU.EDU>\par

From: "FWD LARDIE, WILLIAM LTC" <logplanner@FWD.AREUR.ARMY.MIL>\par

To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>\par

Status: RO\par

X-Status: \par

\par

Jo Ann,\par

\par

I can empathize with you. I to have a son who is very enthusiastic about scouts. His goal was to follow his older brother's footprints and become an Eagle Scout someday. In fact, he would wear his uniform to school because he believed in the program. He has both a physical as well as a learning disability that has caused him to be very sensitive

to what other kids say. Kids can be very mean to other kids. In fact\par his first day in a new school met with disaster because of his\par neurological disorder, Responsive Distonia, lack of muscular control.\par

When he first joined a troop, some of the other boys were in the same\par grade at school. They made fun of him. He had very few friends in the\par troop, even though his older brother was an Eagle Scout in the Troop.\par There were several instances where the SM would have me take him away so\par he, the SM could talk to the other boys about one of the points of the\par Scout Law..." a Scout is KIND".\par

\par My sons scout spirit was truly evident, this is not coming from a\par father, but from other Scouters throughout the District and Council who\par watched him at different events to include summer camp.\par

\par As a parent and Scouter, we would attend every event that we could. I\par would even take the troop to summer camp. One reason was to ensure that\par he took his medication, and also, because of his learning disabilities,\par to assist him, along with other scouts who asked with merit badge\par sessions. When he ended up in a wheel chair for a several years, that\par did not stop him from going camping. There were plenty of kids who\par would volunteer to push him around to the different events.\par

\par My son did end up quitting that troop because of the harassment from a\par few of the boys, but not until he was elected into the Order of the\par Arrow is first year of eligibility.\par

\par The older scouts in our Lodge have taken my son under their care. They\par worked with him so he was able to seal his membership in the Lodge by\par going through the requirements for Brotherhood. He also told the Lodge\par Chief that he wanted to have the same position that his brother had,\par heading up the youth Cook Team.\par

\par He transferred to a small troop where his best friend was a member.\par That helped. He also attended Golden Falcon, our Councils week long\par "youth Woodbadge" course two times. There, his patrol members took\par turns in helping him i.e. carrying his backpack because they know he did\par not have the endurance to carry it several miles or letting him take a\par nap in the afternoon because the medication he is on "knocked" him out\par for several hours. Last year he was asked to become a member of the\par course staff, where he served in a position he was capable of doing.\par The Council Camp Director also asked to join his summer camp staff.\par

\par The older scouts who know him know that he can not do everything that\par they do. They make allowances for him, but they also accept his for the\par person he is. Scouting has been his only real motivation in the past 8\par years.\par

\par His goals in scouting are almost reality. He is currently waiting for\par

his father to come home from being deployed so he can have his Eagle Court of Honor. After that, he only has one other goal in Scouting.

If my son can do it, so can yours. I think that one of the reasons my son made it, was because he had parents who also believed in the program. Vacation time for the past 8 years is basically attending scout camp and camporees along with other scouting activities. I have just as much fun as the kids do!!! If the parents are involved in the program, then in most likely hood, the scout will complete the Trail to Eagle. I know!

Best of luck!

Yours in Scouting,

Mike Lardie

Barbarossa District
Transatlantic Council
WB (WAKO) Owl, NE-VI-19
O/A Vigil 1994

email: logplanner@fwd.aur.ar.mil

>-----

>From: Jo Anne Murphy[SMTP:murphyj@CCMAIL.ORST.EDU]

>Sent: Wednesday, July 10, 1996 7:37 PM

>To: Multiple recipients of list SCOUTS-L

>

> I have a problem for those of you out there in Scout-L land who have a

> developmentally disabled kid in your Scout troop...I know the answer is

> probably right in from of my nose, but I can't see things too

> clearly

> right now because I am so ticked off.

>

> My son has been in a Boy Scout troop for just over a year now. He has

> Asperger's syndrome, a high functioning form of Autism. Kids with

> asperger's have trouble with social skills, like making friends, and

> have somewhat limited vocabularies, which makes speaking difficult.

>

> Up until last month, he has been very enthusiastic about scouts. It has

> been the most positive experience he has had. He told me at last

> month's troop Court of Honor (where he received his First Class rank

> badge), that he didn't want to be in scouts anymore.

>\par
> I was stunned.\par
>\par
> He said some of the kids in the troop have been calling him names\par
>and\par
> teasing him (calling him "_hit-for brains", and telling him where to\par
> "stick" things - not exactly light teasing). When he asks them to\par
>stop,\par
> they just pile it on more (according to him). He recently returned\par
>from\par
> Summer camp and one of the ASMs who was there told my husband he\par
>caught\par
> the kids teasing him. Now I can't get my son to go to troop\par
>meetings.\par
> Up until now, he has been very proud of being in scouts. He's gone\par
>on\par
> just about every trip or event with the troop, he is eager to earn\par
>merit\par
> badges and participate in service projects (his goal is to make\par
>Eagle\par
> rank). He has been a Den Chief since September.\par
>\par
> Do I talk to the Scoutmaster? Do I talk to the parents? Both? Is\par
> there anyone on the list that has run into this kind of problem that\par
> could tell me what is most effective? I would sure hate to see my\par
>son\par
> bag everything because of what a few jerks are doing (yes, there\par
>will\par
> always be some jerky kids in every troop).\par
>\par
> Thanks in advance,\par
>\par
> Jo Anne Murphy\par
> murphyj@ccmail.orst.edu\par
>\par
\par
Date: Wed, 17 Jul 1996 07:13:08 -0700\par
From: Rodger Morris <rodger@FISHNET.NET>\par
Subject: Re: Asperger's Syndrome Scout / Tolerance\par
To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>\par
\par
At 12:58 PM 7/10/96 -0500, you wrote:\par
>At 09:37 AM 7/10/96 PST, you wrote:\par
>\par
>> I have a problem for those of you out there in Scout-L land who have a\par
>> developmentally disabled kid in your Scout troop...I know the answer is\par
>> probably right in from of my nose, but I can't see things too clearly\par
>> right now because I am so ticked off.\par
>>\par

>>\par

\par

I am sorry about the delay in replying. I was at summer camp with my\par
troop last week, and I have been wading through about 500 Scouting related\par
messages that accrued during my absence.\par

\par

I have a high-functioning autistic Scout in my troop. It has taken some\par
effort, but he is fully integrated into the troop. I still have one Scout\par
who behaves in an inappropriate fashion to our special needs Scout on\par
occasion, but the troop's senior boy leaders and I are working with him.\par

\par

>From the description I read, my Scout may have Asperger's syndrome. He\par
is hyperkinetic. He wanders away from camp. He sleepwalks. He seems to\par
have poor bladder control when he sleeps. He is 14 years old, going on 6\par
years old emotionally, and he is about the size of the average 10 year old.\par
He is diagnosed autistic.\par

\par

He also has, by all indications, above average intelligence.\par

\par

My Scout also has fetal alcohol effects, and has the small head and\par
flattened features that go with the syndrome. He also has a fascination\par
with weaponry and power that stems in part, IMHO, from the fact that\par
there is a ratpack that follows him around at school, knocks his books\par
out of his hands, and then kicks him in the arse when he bends to pick\par
up his books.\par

\par

He earned archery merit badge at summer camp and did the Seneca run,\par
which involves shooting a black powder rifle, shooting an arrow at a\par
buffalo shaped target, starting a fire by flint and steel, breaking a\par
balloon with a bullwhip, throwing three tomahawks at a target, paddling\par
a canoe around a buoy in the lake and back to the dock, and setting a\par
trap. He also tried rifle merit badge, but did not earn it. Thus, we\par
accomodated his current interests. I'll work on broadening those interests\par
as time goes on.\par

\par

Here is what I told my Scouts concerning Jeremy.\par

\par

1) He was damaged in about the first 4 weeks he was developing in his\par
mother's womb. Obviously, this damage is not his fault.\par

\par

2) Many nerve connections in his brain were not made, or were made\par
improperly, as a result of his birth mother drinking heavily and/or\par
using drugs during her early pregnancy.\par

\par

3) In Star Trek terms, he has suffered massive battle damage.\par

\par

4) Like the USS Enterprise's engineering crew after the Enterprise has\par
been damaged, he is trying to route around this massive battle damage.\par

\par

5) Unlike the USS Enterprise, he can't go to a Star Fleet drydock to get his battle damage repaired.

\par

6) He may be compared to Lieutenant Commander Data of Startrek, The Next Generation, in that:

\par

a) He is an intelligent lifeform

b) He is different from us

c) He is alot more like us than different from us

\par

I find that this analogy helps a great deal, and that it puts a positive "spin" on Jeremy's condition.

\par

I have found that letting my Scouts know the full situation has helped tremendously. Boys can be very cruel, but they can also be very compassionate. Condemning boys for acting inappropriately out of ignorance is useless and counterproductive. Training your Scouts will help them grow in empathy and Scouting ideals.

\par

I hope that this posting has been of some assistance to you.

\par

Yours in Scouting,

\par

Rodger

Rodger Morris <rodger@fishnet.net>

Scoutmaster, Troop 852 Woodbadge 416-18

Ventura County Council Philmont, 1973

Camarillo, California, USA "I used to be a Beaver..."

\par

Date: Sat, 28 Sep 1996 22:05:34 +0100

From: Ian N Ford <ianford@DIRCON.CO.UK>

Subject: Re: adhd and scouting

To: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>

\par

Ken makes the point about the troop being " boy led " which is quite right. So maybe what it takes is to make sure that the junior leaders are briefed in what AD/HD is about. Last year I was doing a training session for the troop I was with on how to instruct, and in the course of talking about learning styles I said that I learnt better through verbal than through visual methods, and that this might be AD/HD related. At that two of the kids in the group " came out " and told the rest of the group about their experience. These two guys were dyslexic, the total opposite to me. The point is that the other Scouts began to realise what it was about. As one of them put it, " I always knew that names

deleted were " hyper " but never realised about the other problems. "

\par

I did some work with all the older Scouts around leadership skills, a

nd also concentrated on giving specific confidential feedback to the AD/HD kids. There are techniques which work well with all kids, but which are particularly effective with AD/HD youngsters.\par
\par

(a) Positive reinforcement. Praise desired behaviour. AD/HD kids need lots of feedback, but usually all the attention they get is when they do something wrong. Make a point of saying something positive to all the kids in the troop, but especially your AD/HD Scouts. Be <specific> - don't say " You behaved better tonight " but rather say " I notice that you stayed quiet whilst the SPL read out the notices. Well done. " That way the kid knows what he did right, and will probably do it again.\par
\par

(b) If you have to criticise, criticise the behaviour, not the Scout. I've just returned from teaching SMF 1/2 and that is covered in the BSA video " Ages and Stages ". Older Scouts may respond to indirect approaches, e.g. " John, I know you have your Tot in' Chip ... what were you just doing that was against the rules ? " That way you are referring to rules, and challenging the action, not the individual. But how often do we say things like " That was a stuping thing to do ... you could have hurt somebody. " ? What that does is reinforces the kid's belief that he is stupid, or lazy, or crazy or whatever, possibly puts him on the defensive, and certainly does not help to identify the behavioural change you want - e.g. not running around with his pocket knife open.\par
\par

(c) ADDers are good at making excuses ... we get lots of practice <g>. Don't argue the toss. You can easily get into the scenario of " But Mr Brown always lets us eat candy before lunch " or " You said not to hit the younger Scouts, you didn't say not to kick them ... " or whatever. Make it clear that you are not going to play word games. Be specific. The troop rule is no candy before meals. The BSA policy is not to hurt other Scouts. Be consistent in what rules you enforce and what the consequences are.\par
\par

(d) If you get into a conflict situation take control. I use " time out " in these circumstances. Don't waste time with unanswerable questions such as " OK, who started that fight ? " ... The answer is <always> " HE did. "\par
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This summer I was acting SM at summer camp for a troop I had never met before. They had ten boys and an inexperienced Committee Member, of the Scouts' mothers. I heard that at the district camporee there had been some problems with kids being boisterous and so on. The first full day of camp, and two Scouts had an altercation that was probably going to turn into fight. I just said that threatening behaviour was unacceptable,\par

and they needed to calm down. Each Scout got a five minute time out in tent, and I said that after that they were just to get on with what they were doing - no discussion, no sulking. This is a variation on behavioural programs that are used with AD/HD kids, but which can be incorporated into the whole troop.\par

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All the Scouts were taken aback by this. I explained that some things I will react to immediately - fighting, dangerous behaviour, serious bad language. For other things I use a " three strikes " rule ... I will point out the problem, then give another reminder, then there are consequences. Two kids were making a noise after " lights out " and I gave

them their first warning. A few minutes later it was second warning. When the noise continued I said that those two boys would go to bed fifteen minutes early tomorrow. The following day we had the " lost my flashlight / can't blow up my air mattress / go to go and clean my teeth etc. ... No problem. You have five minutes or it's half an hour tomorrow. This time we only got to strike two ...

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These techniques can be applied to the whole troop, but will be particularly effective with AD/HD kids who <need> additional structure, positive reinforcement, and clear boundaries.

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Note that I don't talk of " punishment " ... just " consequences " . If a kid doesn't do his KP and someone else does it, he does it tomorrow. That is not a punishment, it is the consequence of not doing it today.

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In a troop situation you would need to discuss this sort of program with your committee and possibly all the parents. Some may be using similar programs at home or at school in any case.

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In my case I have drawn on ideas from :

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Hallowell E. and Ratey J. " Driven to Distraction "
Phelen, Thomas W " 1-2-3 Magic ; Effective Discipline for Children 2-12 " Train, Alan " ADHD - How to Deal with Very Difficult Children " plus a lot of experience on the receiving end of attempts by parents, teachers, Scout Leaders etc. to get me in line.

\par

Scouting was a great influence in my life, and helped me to develop self-confidence, social skills and leadership ability. Prof. John Ratey, one of America's top AD/HD , a psychiatrist with AD/HD himself, and an Eagle Scout said that he wished that he could write a prescription for Scouting for some of his patients, because it can be a major positive influence for AD/HD kids. You might like to think about that ...

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There is also an excellent book by Leddingham called, I believe, " A Scoutmaster's Guide to ADHD " ... it's still in my van with my stuff from the course, so I can't check the exact title at the moment.

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If you want to follow this thread, either on the list or by email I will be happy to discuss it further.

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Ian N Ford

Trainer/District Committee Member\par
Channel District, Transatlantic Council BSA (UK)\par

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I used to be a Beaver ... I am an ADDer <g>\par

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}}\f20 From mfbowman@CapAccess.org Sun Dec 8 02:49:42 1996\par
Date: Sun, 8 Dec 1996 02:49:40 -0500 (EST)\par

From: "Michael F. Bowman" <mfbowman@CapAccess.org>\par
To: "Mark R. Vereb" <Mark_Vereb@OCCSHOST.NLM.NIH.GOV>\par
cc: Multiple recipients of list SCOUTS-L <SCOUTS-L@TCUBVM.IS.TCU.EDU>\par
Subject: Re: Learning Disabled Cubs\par

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\par
Mark,\par

\par
BSA's publication "Scouting and the Learning Disabled: A Manual for Scout \par
Leaders" No. 3065 has a section devoted entirely to Cub Scouting. It \par
suggests that adaptive techniques be used like storytelling and \par
explaining in the Cub's own words when a Cub is unable to read or \par
memorize. Another resource is Understanding Cub Scouts with Handicaps. \par
#3839A.\par

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Speaking only for myself in the Scouting Spirit, Michael F. Bowman\par
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