

# ***BOYS WITH DISABILITIES***



## **BOY WITH DISABILITIES INDEX**

<b>ATTITUDE OF LEADERS.....</b>	<b>Page 29</b>
<b>GIVING INSTRUCTION TO BOYS WITH ADD.....</b>	<b>Page 32</b>
<b>FOR FRIENDS OF THE HANDICAPPED.....</b>	<b>..Page 33</b>
<b>HELPFUL RESOURCES.....</b>	<b>Page 34, 35</b>
<b>MODIFYING BEHAVIOR AND ENHANCING SELF-ESTEEM.....</b>	<b>Page 32. 33</b>
<b>OUR CIVIL RIGHTS.....</b>	<b>Page 35</b>
<b>PROVIDING ENCOURAGEMENT.....</b>	<b>Page 33</b>
<b>WORKING WITH SPECIAL NEEDS BOYS.....</b>	<b>Page 30, 31</b>
<b>WORKING WITH ADHD or ADD BOYS.....</b>	<b>Page 31, 32</b>

## BOYS WITH DISABILITIES

### ATTITUDE OF LEADERS

There is a great danger in pigeon-holing a boy if your attitude is negative rather than positive, Ask yourself, "What are the capabilities of these boys," instead of "How badly handicapped are they?" One question implies a reaching out, while the other question implies no advancement. There are three key words which if you keep in mind, will enable you to give the boys the kind of program they need and deserve: PATIENCE, FLEXIBILITY, and EMPATHY, not Sympathy.

Wise leaders expect problems, but do not consider them overwhelming. They see the handicapped boy as a boy with an individual difference. There are other individual differences between boys: One boy is too fat; another too skinny; one has ADD; another has an emotional problem. The handicap IS NOT as important as the leader's will and the boys' willingness. Working with these boys teaches us the value of patience, understanding, and friendship.

The one thing that must be done is the casting aside of preconceived notions. Preconceived ideas get in the way of important and otherwise obvious truths. For example, the handicapped boy, whether Special needs, ADD, or physically limited, is interested in Scouting for the same reasons any other boy is. Fun and Enjoyment.

While leaders must be enthusiastic about helping handicapped youngsters, they must at the same time fully appreciate the special demands that will be made on their patience's, understanding, and skill. They should get to know the boy as well as the implications of his handicap and his home environment. He has personality traits, too, and if a leader is to get to know the boy, he/she must know his personality as well as his handicap. The more the adult leader knows about the boy, his individual strengths, weaknesses and home condition, the better you can meet the needs of the boy.

Leaders should not overestimate the handicap of a boy and underestimate his determination to be like other boys. Proper motivation by adults, coupled with wisdom and ingenuity will help the boys who is handicapped to complete more of the requirements. Push the boys as far as possible. Don't pamper them too much. They discourage easily. They will always expect concessions, if given too easily. Success is attributed to many things. Those mentioned most frequently are patience; planning programs to meet the needs of the boys; planting the seeds of determination to win; finding out what the individual boy does best and working from there to other areas of success; enlisting the cooperation of parents and community organizations; and finally, keeping the program within the range of the group with which one is working.

We will only touch briefly and very generally on the characteristics of the boys. The important thing for you to remember is that handicapped boys are more LIKE other boys than they are different.

There are three classifications in the field of Special Needs children

CAN BE EDUCATED	55-80 IQ. This boy melts into the community upon maturity. He doesn't read very much, but he will be able to earn a living doing a simple job.
TRAINABLE	25-55 IQ. This boy will be dependent on someone at maturity. He will be able to earn a living, but in a closely supervised job such as stock clerk, a job that is routine.
SEVERELY RETARDED	Some of these boys will one day learn to do only the very basic taking care of personal needs. Their abilities are extremely limited.

Most Special needs children like to play, and when they do, they usually develop mentally, physically and socially. What we as adults overlook sometimes is that generally a special needs child has to be taught how to play. Too often in the past when a child was diagnosed as a special needs child, parents as well as friends lost sight of the fact that there was any potential for development at all and thereby denied their child what was given automatically to other children.

The special needs child benefits from all types of attention and training, and physical activity seems to satisfy many of his needs. New evidence indicated that physical fitness increases the child's ability to learn. He seeks several basic things that all boys seek: Love, Acceptance, Achievement, Development, Creativity, and Discipline. How does Scouting fulfill these needs?

Dr. Gunnar Dybwad stated, "If Scouting is good for normal boys of Scouting age, it is absolutely essential for special needs boys of that age." Scouting can challenge boys who cannot run, jump, swim, or hike like other boys. The challenge is from boyhood spirit, and all boys regardless of their handicap have boyhood spirit.

## BOYS WITH DISABILITIES

### WORKING WITH SPECIAL NEEDS BOYS Continue

For Scouting, the desire is there because the "child is there." Because the desire is there, the determination to reach the child is there and this begets the ingenuity to go around and over barriers. Participation in Scouting is one of the major activities through which special needs children can be helped to attain their optimum development. It gives them a sense of personal worth and dignity. It offers them many excellent group experiences enabling them not only to develop sound character and good citizenship, but an opportunity to put these attributes into practice.



The supreme effort is given for what a boy seeks in a gang of boys - it is to belong, to be accepted and to learn with it some skills. It is what he calls fun, and what his leaders say is tonic to upgrade his health, his self-reliance, and his adjustment to the world in which he, as a handicapped boy, must live. It is the opportunity to establish relationship outside of the previously sheltered life within the home or the school. For those who will one day be integrated into the "normal" community, this is particularly important. Scouting helps these boys to prepare themselves for assuming a full and active role in the community as possible.

Scouting fulfills the first basic need, LOVE, because the leader is someone who will talk to him, simply and patiently; someone who will listen to him no matter how hard it may be to understand him, someone to comfort and encourage him when he is disappointed. This in turn satisfies another basic need, ACCEPTANCE. By belonging to a group of boys in a den he feels acceptance. He does not join groups spontaneously even though that need to belong exists. Within this group he learns that he is accepted as he is which many times is a completely new experience. When he receives praise for doing something right, that too, is a form of acceptance and this leads on to the third basic need, ACHIEVEMENT.

Through the advancement program in Scouting a boy is rewarded for doing his best and achieving. Every time a craft is finished, or a song is learned, etc. The boy will get a better awareness of himself through the ability to accomplish a task. This gives him the self-confidence so many times found lacking.

They are easily discouraged and for this reason achievements whether it is a rank in Scouting or simply the acquiring of a skill in a game, must be made attainable. The special needs boy learns more slowly than others, and is limited in what he can learn. That's all. He is a child with the same human needs that we all have--only more so. He needs somebody to make him feel important as a person. He can do amazing things. He doesn't need sympathy--he needs to be accepted on an equal basis.

Through the advancement program in Scouting a boy is rewarded for doing his best and achieving. Every time a craft is finished, or a song is learned, etc. The boy will get a better awareness of himself through the ability to accomplish a task. This gives him the self-confidence so many times found lacking.

They are easily discouraged and for this reason achievements whether it is a rank in Scouting or simply the acquiring of a skill in a game, must be made attainable. The special needs boy learns more slowly than others, and is limited in what he can learn. That's all. He is a child with the same human needs that we all have--only more so. He needs somebody to make him feel important as a person. He can do amazing things. He doesn't need sympathy--he needs to be accepted on an equal basis.

A handicapped boy is more LIKE other boys than he is different. Anything that a leader does to separate them and make them unnecessarily different is a mistake. Being like other boys is important. For this reason, it would be unfair to give a boy anything but genuine Scouting. None of the requirements should be watered down, or eliminated, although the speed at which they are met and the means of explaining them may be adjusted and simplified. The official policy of the Boy Scouts of America is to keep the program the same for ALL boys so that no single member is branded as handicapped and different. The main thing is to provide the boys with fun and enjoyment.

You will find that because Cub Scouting is a flexible program, many of the requirements can be fulfilled by all boys. By implementing the program, you will find that every boy in your den will have fun and receive a great deal from the program. The family will be better off because they participated in the activities of the pack.

## BOYS WITH DISABILITIES

### WORKING WITH SPECIAL NEEDS BOYS Continued

Generally, the requirements in the Cub Scout handbook and Program Helps can be easily understood by a special needs boy when read and explained to him by an adult. If you use the books already available, and go through the achievement, only allowing substitutions where absolutely necessary, you will be able to offer the boys real Scouting.

There are two very important factors involved in planning your program and they are: REPETITION and ROUTINE. These are vital tools in making a child feel secure and at the same time giving him the confidence to venture forth. You must be attuned to the time to change an activity because although repetition is necessary for teaching, mentally handicapped boys do become bored as do boys with ADD. There are certain questions you should ask yourself when introducing something new... "Was it frustrating because it was too big a jump from a familiar activity? Was it within the scope of his physical and mental abilities? Did he understand what you wanted of him?"

Lastly, Scouting provides social activity or fun with others which is necessary. It wasn't too long ago that it was felt that all a special needs child needed was basic comfort and nothing else; but fortunately times are changing. We know now that human potential is determined not by nature alone, but by each individual's response to his environment. It follows that an improved environment can change the course of life. It is nature and nurture that shape human lives - a fact that makes all the difference in current attitudes and actions toward the special needs of these boys. Leaders of the Special needs boys say their activities are not much different than those for non-handicapped. They generate the will to do by creating the right atmosphere.

### WORKING WITH ADHD or ADD Boys

ADHD children are often emotionally signaled by shots of anxiety and associated thoughts of alarm which ward that they cannot handle a certain task, are going to fail, or once again will look dumb or ridiculous. The response to the anxiety is invariably some form of defiance or withdrawal from the task; be it direct avoidance, irritability, distractibility, escape into daydreaming or an impulsive outburst. The bottom line for many ADHD children is that some vital forms of learning become aversive or punishing and are to be avoided at all costs.

Attention deficits can interfere with auditory information processing, tasks approach (trying), incremental learning, persistence, learning from trial and error, sequential thinking, cause and effect reasoning, social understanding, judgment, acquisition of an adequate social skill repertoire and integrated personality functioning.

#### PROBLEMS ASSOCIATED WITH HYPERACTIVITY IN CHILDREN

##### CORE SYMPTOMS- INATTENTION or DISTRACTIBILITY

- \* Visual-Auditory-Somatic- Fantasy
- \* Bright colors or lights, movement; someone walking by
- \* Clock ticking, traffic, sniffles; noises from another room
- \* Body sensations that distract: an article of clothing(tags, seams, how it fits); headache, temperature
- \* Day dreaming
- \* Child maybe distracted by one or all

##### GENERAL AREA

##### SPECIFIC PROBLEMS

##### BEHAVIORAL

- \* short attention span, distractibility, restlessness, poor impulse control, destructiveness, noisiness, Impulsivity- acting without thinking, blurting out answers or words. Doesn't stop, look or listen.
- \* Can't delay gratification- no patience; won't read directions; sloppy handwriting(may also indicate a problem with fine visual-motor control)

##### SOCIAL

- \* poor peer relations, poor social problem solving skills, aggression, lying, stealing, poor self control, high risk taking, belligerent and disrespectful language, noncompliance to command-they forget the rules. They forget the instructions. Too intense, bossy, aggressive and competitive, low frustration level; will give up cheat, fight or change the rules to win.
- \* Disorganization-They are forgetful, they lose track of time and things.

## BOYS WITH DISABILITIES

### WORKING WITH ADHD or ADD BOYS Continued

COGNITIVE	*	Immature self-speech, lack of conscience, low average intelligence, inattention, distractibility, poor perspective on the future
ACADEMIC	*	Under achievement for intelligence, specific learning disabilities
EMOTIONAL	*	Depression, low self-esteem, excitability, excessive frustration, unpredictable/ variable moods, immature emotional control,
	*	emotional over arousal-There are no in between feelings; ecstasy, depression or rage; instead of happy, sad or mad.
PHYSICAL	*	immature physical size, immature bone growth , increase upper respiratory infection, increased frequency of otis media, increased frequency of allergies, greater number of minor physical anomalies, under active central nervous system, short sleep cycles, high pain tolerance, poor motor coordination

The list above is a long list of possible problems that an ADD child might experience. Each child exhibits his own particular combination of difficulties with vary degrees of severity. In social situations, such as Scouts, which are usually less structured, ADD children's energy level appears boundless and they seem untiring, creative, zestful; and somewhat reckless. Their impulsive nature and short attention span may cause them problems in structured play activities where concentration and cooperation are required and turns are taken with others. They are often seen as bossy, selfish and immature.

### *GIVING INSTRUCTION TO BOYS WITH ADD*

- \* Maintain eye contact during verbal instruction
- \* Make directions clear and concise.
- \* Simplify complex directions. Avoid multiple commands.
- \* Make sure the boys comprehend the instructions before beginning the tasks.
- \* Repeat instructions in a calm, positive manner, if needed.
- \* Help the student feel comfortable with seeking assistance(most children with ADD will not ask for help.

### *MODIFYING BEHAVIOR AND ENHANCING SELF-ESTEEM*

- \* Remember that temper and anger is a way of dealing with fear and humiliation. Remain calm, state the infraction of the rule, and avoid debating or arguing.
- \* Have pre-established consequences for misbehavior.
- \* Administer consequences for misbehavior.
- \* Enforce rules consistently.
- \* Make sure the discipline fits the "crime", without harshness.
- \* Avoid ridicule and criticism. Remember, boys with ADD have difficulty staying in control
- \* Monitor closely on field trips.
- \* Many ADD children have a low tolerance for stress.
- \* Provide ample physical activity.
- \* Physical contact can be used positively in getting and maintaining a child's attention. Caution should be taken to maintain this as a positive reinforcement, avoiding use when reprimanding.

## BOYS WITH DISABILITIES

### WORKING WITH ADHD or ADD BOYS Continued

#### *MODIFYING BEHAVIOR AND ENHANCING SELF-ESTEEM*

- \* Three Strikes and you have to go home. Visual give them something that reminds them they have a strike- a feather works well. Next meeting start over, no reminder of what happened last week, they wouldn't remember anyway.
- \* Work with parents. Make sure they take medications. Don't offer advise.

#### *PROVIDING ENCOURAGEMENT*

- \* Reward more than you punish, in order to build self esteem.
- \* Avoid nagging, coercion and over-indulgence or ridicule. Avoid a ceaselessly negative approach such as don't or stop. Praise immediately any and all good behavior and performance.
- \* Change rewards if they are not effective in motivating behavioral change.
- \* Provide the child extra privileges and responsibilities when appropriate
- \* Teach the child how to cope with mild frustrations in allowing them time to ventilate their feelings.
- \* Be sure all that is asked of the child is well within the child's ability.
- \* Teach the child to reward himself. Encourage positive self-talk (e.g. " You did very well cooperating in the den meeting today. How do you fell about that?" This encourages the child to think positively about himself

### FOR FRIENDS OF THE HANDICAPPED

Blessed are you who take the time  
To listen to difficult speech  
For you help me know that  
If I persevere,  
I can be understood.

Blessed are you who never bid me to  
"hurry up,"  
Or take my tasks from me  
And do them for me.  
For I often need time rather than  
help

Blessed are you who stand beside me  
As I enter new and untried ventures.  
For my failures will be outweighed  
By the times I surprise myself and  
you.

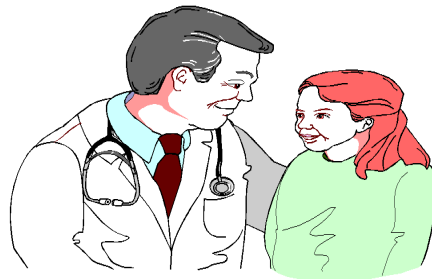
Blessed are you who understand that  
It is difficult for me  
To put my thoughts into words.

Blessed are you who, with a smile,  
Encourage me to try once more.

Blessed are you who never remind me  
That today I asked the same question  
twice.

Blessed are you who respect me  
And love me just as I am

From "Handicap Awareness."  
Newsletter of the National Advisory  
Committee on Scouting for the  
Handicapped. Jan 1986



## BOYS WITH DISABILITIES

### HELPFUL RESOURCES

ADD FAQuestions	<a href="http://www3.sympatico.ca/frankk/addfaq3.txt">www3.sympatico.ca/frankk/addfaq3.txt</a>
ADD/LO online resource center	<a href="http://www4.interaccess.com/add/">www4.interaccess.com/add/</a>
American Ass'n of Instructors of Blind	2362 S. Spring Ave, St. Louis, MO 63110
American Foundation for Blind	15 W. 16th St., New York, NY 10011
American Legion	
American Printing House for Blind, Inc.	1839 Frankfort Ave, Louisville, KY 40206
Ass'n, for Aid of Crippled Children	345 E. 46th St., New York, NY 10017
Ass'n for Children with Learning Disabilities	5225 Grace St., Pittsburgh, PA 15236
Ass'n for Education of Visually Handicapped	1604 Spruce St., Philadelphia, PA 19103
Ass'n for Retarded Citizens	
Children & Adults with ADD National Office	499 NW 70th Ave, Suite 308, Plantation, FL 33317
Church Groups	
Council for Exceptional Children	1201 16th St., Washington, DC 20036
County Juvenile Probation Department	
Disabled American Veterans	P.O. Box 14301, Cincinnati, OH 45214
Feingold Ass'n of the United States(ADD)	P.O.Box 6550, Alexandria, VA 22306
Jay-cees	
Jewish Community Center	
Kiwanis	
Knights of Columbus	
National Ass'n for Retarded Children	2709 Ave."E", East Arlington, TX 76010
National Ass'n of Training Schools and Juvenile Agencies	5256 N Central Ave, Indianapolis, IN 46220
National Attention Deficit Ass'n	1-800-487-2282 <a href="http://www.add.org">www.add.org</a>
National Easter Seal Society	2023 W. Ogden Ave, Chicago IL 60612
National Education Ass'n	1201 16th St. NW, Washington,DC 20036
National Society for Prevention of Blindness	79 Madison Ave, New York NY 10016
Learning Disabilities Ass'n (ADD)	4156 Liberty Road, Pittsburgh, PA 15234 <a href="http://www.lदानatl.org">www.lदानatl.org</a>
Library of Congress, Div. for Blind and Physically Handicapped	1291 Taylor St. NW, Washington, DC 20542

## BOYS WITH DISABILITIES

### HELPFUL RESOURCES

Lions

Masons

Mental Health Ass'n

Muscular Dystrophy Ass'n of America

810 Seventh Ave, New York, NY 10011

Optimists

Pres. Comm. on Employment of Handicapped

Dept. of Labor, 14 & Constitution Aves, Wash, DC 20210

Pres. Comm. on Retardation

330 Independence Ave SW, Washington, DC 20210

Red Cross

Rotary Clubs

Shriner's Hospital

Special Education Departments

Special Olympics Inc.(Kennedy Foundation)

719 Thirteenth St., NW, Suite 510, Washington, DC 20005

United Cerebral Palsy Ass'n, Inc.,

66 East 34th St., New York, NY 10016

YMCA/YWCA

These, and many other organization often support Scouting for the handicapped. Also enlist the help of former Scouts, college students, experienced and former leaders, senior citizens, religious leaders, and college professors.

### Bibliography on ADD

The Hyperactive Child, Adolescent, and Adult: ADD Through the Lifespan, by Paul H. Wender, M.D.

Succeeding Against the Odds: Strategies and Insights from the ADD/LD (1992), by Professor Sally L. Smith

Living with a Learning Disability: (The implications of LD on a person's life beyond school), by B. Cordoni

Hyperactive Children Grown Up, by Gabrielle Weiss and Lily Trokenberg Hechtmari

ADD, A Lifetime Challenge, by Mary Jane Johnson, ADD, RT

ADD: A Different Perception, (The Hunter in a Farmer's World Book), Thom Hartman

Driven to Distraction, Edward Hallowell, M.D. and John Ratey, M.D.

### OUR CIVIL RIGHTS- author unknown

I have a right to be happy and to be treated with compassion in this unit;  
This means that no one will laugh at me or hurt my feelings.

I have a right to be myself in this unit;

This means that no one will treat me unfairly because I am black or white,  
fat or thin, tall or short or disabled.

I have a right to be safe in this unit;

This means that no one will hit me, kick me, push me, punch me or hurt me.

I have a right to hear and be heard in this unit;

This means that no one will yell, scream, shout or make loud noises.

I have a right to learn about myself in this unit;

This means that I will be free to express my feelings and opinions without  
being interrupted or punished.

