

GUIDELINES FOR ADVANCEMENT SCOUTS WITH DISABILITIES DIVISION

Cub Scouts

Advancement is one of the methods Boy Scouts of America uses to achieve its aims of character development, citizenship training, and personal fitness. Each Cub Scout should be encouraged to advance steadily and purposefully with guidance from his family and leaders.

In rank advancement, just as in all areas of Cub Scouting, the Cub Scout is encouraged to **do his best**. Just as in den meetings, adaptations may be necessary in rank advancement in order to provide an avenue of success for Cub Scouts with special needs.

As stated in the *Cub Scout Leader Book*, **a physically disabled Cub Scout may be given permission by the Cubmaster and pack committee, in consultation with his parents, to substitute electives for the achievement requirements that exceed his physical abilities.**

Let's follow Larry, a child with mental retardation, through various Cub Scout advancement levels and requirements to see some adaptations that Larry's parents or den leader (or Webelos den leader) might want to use.



Bobcat Requirements

Learn and say the Cub Scout Promise.

Larry's response: He has difficulty remembering the Promise.

Possible adaptations:

1. Larry reads the Cub Scout Promise from a 3" X 5" index card.
2. Larry chimes in his name when the rest of the boys say the Promise, or when asked what the boys just said, Larry may respond, "Cub Scout Promise."

Show the Cub Scout sign.

Larry's response: He is unable to put his hand and fingers in the proper position.

Possible adaptations:

1. The leader or a peer helps position Larry's hands correctly.
2. Larry has a small picture of the correct way the Cub Scout sign should be done.

Give the Cub Scout salute. Tell what it means.

Larry's response: He is unable to tell what it means.

Possible adaptation: Other words are introduced to Larry that conveys the message of respect, such as "care about," "friendly," "important."



Wolf Requirements

Do a front roll. (1c)

Larry's response: He rolls sideways.

Possible adaptations:

1. An adult or peer demonstrates how a roll is done. Larry then tries with help from the adult.
2. The adaptive physical education teacher at school helps him learn and gives ideas to the leader.

Tell three ways to stop the spread of colds. (3b)

Larry's response: Larry is unable to remember three ways.

Possible adaptations:

1. His parent has six or seven pictures and Larry picks out the three that he might do when he has a cold.
2. Larry practices things he might do when he has a cold: lying down and resting, covering his mouth when sneezing, washing his hands frequently.

Make a game like one of these. Play it with your family. (10a)

Larry's response: Larry doesn't understand the concept of setting up the game.

Possible adaptation: His parent sets up the game and plays it with Larry.

Bear Requirements



Write or tell what makes America special. (3a)

Larry's response: Larry doesn't understand the concept of "America."

Possible adaptations:

1. He does know about his neighborhood and discusses what's special about it.
2. Larry draws a picture of what he likes about his neighborhood.

Read two folklore stories and tell your favorite one to your den. (4c)

Larry's response: Larry's reading is at a first-grade level.

Possible adaptation: His parent reads two stories to him and Larry records on a tape recorder his shortened version of the story and plays it back to his den.

Write an invitation to someone. (18d)

Larry's response: Larry can write only the letters A through Q.

Possible adaptation: Larry does the artwork on an invitation his parent has written and gives it to the mail carrier or directly to the recipient.



Webelos Requirements

Aquanaut 1: Jump into water over your head. Level off and swim 100 feet, half of this using the elementary backstroke.

Larry's response: Larry is a good swimmer and completes the requirement.

Possible adaptation: None required.

Citizen 1: Know the names of the president and vice president of the United States.

Larry's response: Larry can't remember, without any visual clues, who the president and vice president are.

Possible adaptation: The leader shows Larry pictures of the president and vice president of the United States and Larry identifies them.

Engineer 7: Build and show how a catapult works.

Larry's response: He is unable to construct a catapult.

Possible adaptation: Larry constructs a catapult with his parent or another Scout and demonstrates with their help.



BOY SCOUTS



Many Scouts with disabilities may have difficulty completing the requirements to advance in Scouting. However, it is important that these Scouts feel as much like others as possible, therefore completing the requirements as stated in official Scouting literature should be a primary objective. It may take these Scouts a little longer than others, so using the immediate recognition system with the leather thong and beads can be a real motivator. If a Scout's disability hinders him in completing a particular requirement or merit badge, then he may wish to apply for alternate requirements for Tenderfoot through First Class ranks, or for an alternate merit badge.

Alternate requirements for Tenderfoot, Second Class, and First Class ranks. A Scout who is unable to complete any or all of the requirements for Tenderfoot, Second Class, or First Class rank because of a physical or mental disability may complete alternative requirements if the following criteria are met:

1. The physical or mental disability must be of a permanent rather than a temporary nature.
2. A clear and concise medical statement concerning the Scout's disabilities must be submitted by a licensed health-care provider, or an evaluation statement must be certified by an educational administrator. The medical statement must state the health-care providers opinion that the Scout cannot complete the requirement(s) because of a permanent disability.
3. The Scout, his parents, or his leaders must submit to the council advancement committee a request that the Scout be allowed to complete alternate requirements for Tenderfoot, Second Class, or First Class rank. The request must explain the suggested alternative requirements in detail sufficient to allow the advancement committee to make a decision. The request must also include the medical statement required in item two, above.
4. Before applying for alternate requirements, the Scout must complete as many of the standard requirements as his ability permits.
5. The request for alternate requirements must be submitted to, and approved by, the local council prior to completing alternate requirements.

6. The alternate requirements must demand as much effort as the standard requirements.
7. When alternate requirements chosen involve physical activity, they must be approved by the licensed health-care provider.
8. The unit leader and any board of review must explain that to attain Tenderfoot, Second Class, or First Class rank, a candidate is expected to do his best in developing himself to the limit of his resources.
9. The request must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for people with disabilities. The decision of the council committee should be recorded and delivered to the Scout and his leader.



Alternate merit badges for the Eagle Scout rank

1. By qualifying for alternate merit badges, a Boy Scout, Varsity Scout, or qualified Venturer who has a physical or mental disability may achieve Eagle Scout rank. (In order for a Venturer to be an Eagle Scout candidate, he must have achieved First Class rank as a Boy Scout or Varsity Scout.) This does not apply to individual requirements for merit badges. Merit badges are awarded only when all requirements are met as stated.
2. The physical or mental disability must be of a permanent, rather than a temporary nature.
3. A clear and concise medical statement concerning the Scout's disabilities must be made by a licensed health-care provider, or an evaluation statement must be certified by an educational administrator.
4. Before applying for an alternate Eagle Scout rank merit badge, the candidate must earn as many of the required merit badges as his ability permits.
5. The candidate must complete as many of the requirements of the required merit badges as his ability permits.
6. The Application for Alternate Eagle Scout Award Merit Badges must be completed and approved by the council advancement committee for alternate merit badges. (This application, No 58-730, can be obtained from your local council.)
7. The alternate merit badges chosen must demand as much effort as the required merit badges.
8. When alternates chosen involve physical activity, the activities must be approved by the Scout's licensed health-care provider.
9. The unit leader and the board of review must explain that to attain the Eagle Scout rank, a candidate is expected to do his best in developing himself to the limit of his resources.
10. The application must be approved by the council committee responsible for advancement, utilizing the expertise of professional persons involved in Scouting for people with disabilities.
11. The candidate's application for Eagle Scout rank must be made on the Eagle Scout Rank Application, with the Application for Alternate Eagle Scout Award Merit Badges attached.

NOTE: There is no age limit for Scouts with disabilities (proper documentation must be attached to the Scout's application).

For more information or to submit a request for alternative requirements, contact:

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