

## Accommodations for Scouts

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

Use **Timing** accommodations WHEN:

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

Use **Scheduling** accommodations WHEN:

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

Use **Setting** accommodations WHEN:

A Scout has difficulty focusing attention in a group setting, and other Scouts may be distracted by the accommodation.

Accommodations: Personal assistance including supervision and cues, preferential seating, lighting and other environmental factors, and possibly a different location.

Use **Presentation** accommodations WHEN:

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

Use **Response** accommodations WHEN:

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

## **Calming Strategies for Sensory Issues**

### **Things to put in their mouth:**

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

### **Ways to Move:**

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

### **Avoid Distractions/Loud Noises:**

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