

# DISABILITIES AWARENESS

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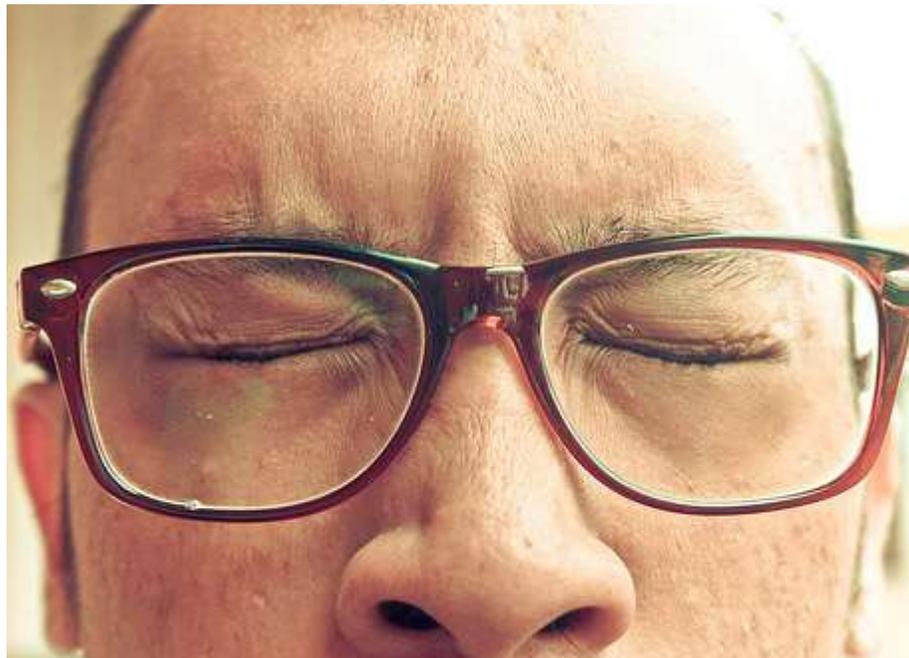
Colin Alesse  
Troop 235  
Mount Prospect, IL





# Disability Etiquette

*The disability is not the person*



**See the person and treat them as an individual**

**The way you like to be treated**

# Tips for Disability Etiquette

1. **RELAX and be yourself.**
2. **Treat people with friendship and respect.**
3. **It is always appropriate to smile and say hello**
4. It is ok to shake hands. When in doubt ask.
5. Do not lean on a persons wheelchair
6. When you talk with someone in a wheel chair sit down so you are at eye level.
7. Do not touch or move a person's wheel chair, crutches, cane, or other gear without permission.
8. Be patient if a person with a disability takes a little extra time to do or say something.
9. When you talk with someone who has difficulty speaking, never pretend to understand if you do not.
10. Speak in a normal voice.
11. Never pet or play with service animals.
12. Ask before giving help.
13. Offer your arm to a person who has a visual impairment.
14. When talking with someone who is hard of hearing, first get the persons attention with a light tap on the shoulder or make eye contact before you speak. Let the person choose the means of communication, such as lip-reading, sign language, or writing notes.
15. When talking with someone who is blind, identify yourself and anyone with you by name. Let the person know when you are leaving.
16. If you want to know more about someone's disability, it is OK to ask politely.

# Person 1<sup>st</sup> Language

The idea behind *person first language* is to emphasize the person not the disability.

Say	Instead of
Person with a disability	Disabled person
People with disabilities	The disabled or the handicapped
Disability	Handicap
Person who has epilepsy, autism, a spinal cord injury, etc.	An epileptic, an autistic, a quadriplegic, etc. (Never identify people only by their disability. A person is not a condition.)
Seizure	Fit
Person who is deaf or hard of hearing	Hearing-impaired person ("Hard of hearing" is preferred to "hearing-impaired," which translates in sign language as "broken hearing.")
Person with Down syndrome	A Down's person
Has a mental or developmental disability	Is retarded or slow
Has had a disability since birth, or was born with a disability	Has a birth defect
Wheelchair user/person who uses a wheelchair, or person who uses or walks with crutches	Confined/restricted to a wheelchair; wheelchair-bound (People use wheelchairs and crutches for getting around. Most people who use such devices see them as liberating, not confining.)
People without disabilities/nondisabled	Healthy, normal, able-bodied (Calling people who are not disabled "healthy" suggests that people with disabilities are unhealthy. In fact, many people who have disabilities are in excellent health. Similarly, labeling nondisabled people as "normal" incorrectly implies that people who have disabilities are "abnormal.")
Accessible parking/accessible restrooms	Handicapped parking/ handicapped restrooms

# What is a disability?

- Disability v. Problem
- Types of Disabilities

Disabilities come in all sizes, shapes, and forms, just like the people who have them. If you already know something about a specific disability, or you would like to learn more about it, you may want to focus on researching and sharing information about that disability and the people who have it. You may choose to give a talk or volunteer with an advocacy program that focuses on the disability of interest.

Here are some possibilities. Add your interest if it is not on this list.

Amputation	Dwarfism
Arthritis	Epilepsy
Asthma	Heart conditions
Attention-deficit/hyperactivity disorder (ADHD)	Hemophilia
Autism	Learning disabilities
Blindness/low vision	Leukemia
Brain injury	Mental disabilities
Cerebral palsy	Multiple sclerosis
Cleft palate	Muscular dystrophy
Cystic fibrosis	Polio/post-polio
Deafness and hardness of hearing	Sickle-cell anemia
Diabetes	Speech impairments
Down syndrome	Spina bifida
	Spinal cord injury
	Stroke

# Can you tell who has a disability ?



Broken Leg



Unable to walk



Broken Arm

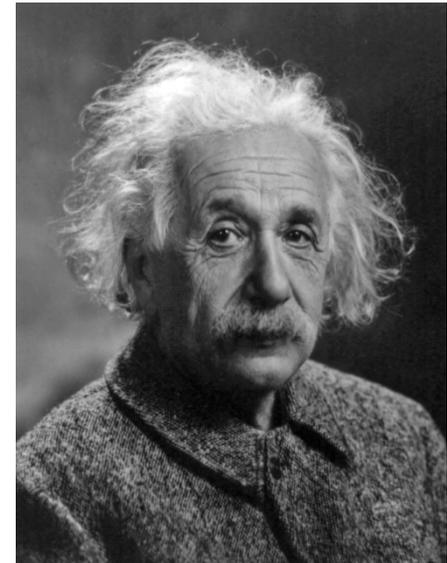
# Can you tell who has a disability ?



Michael Phelps  
Olympic Swimmer  
Diagnosed with ADHD



Franklin Delano Roosevelt  
32<sup>th</sup> American President  
Contracted Polio and unable  
to walk without assistance



Albert Einstein  
Theoretical Physicist and  
Violinist. Speculated to have  
had Asperger syndrome

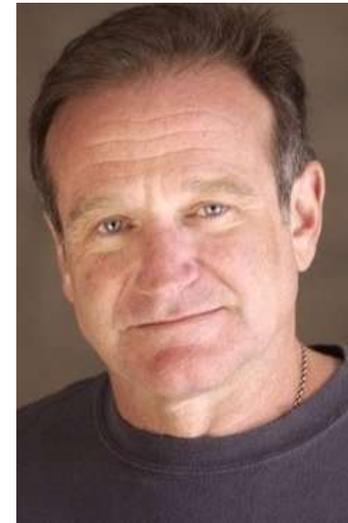
# Can you tell who has a disability ?



Richard Branson  
Billionaire Businessman  
Diagnosed with dyslexia



Walt Disney  
American motion-picture  
and television producer  
and showman.  
Speculated to have had  
dyslexia

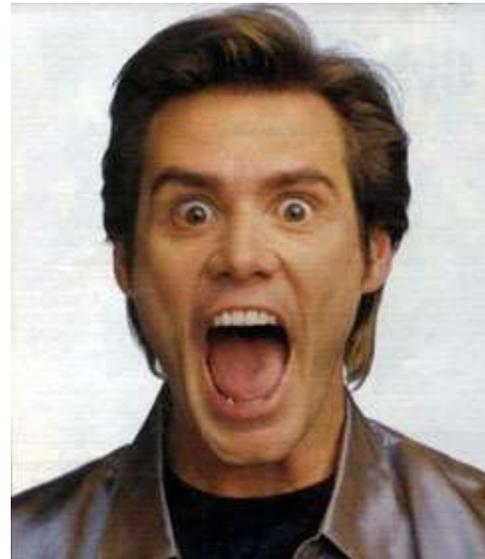


Robin Williams  
Comedian and Actor  
Diagnosed with ADHD

# Can you tell who has a disability ?



Tatyana McFadden  
Paralympic Athlete  
Diagnosed with spina  
bifida



Jim Carrey  
Comedian and Actor  
Diagnosed with depression  
and bipolar disorder

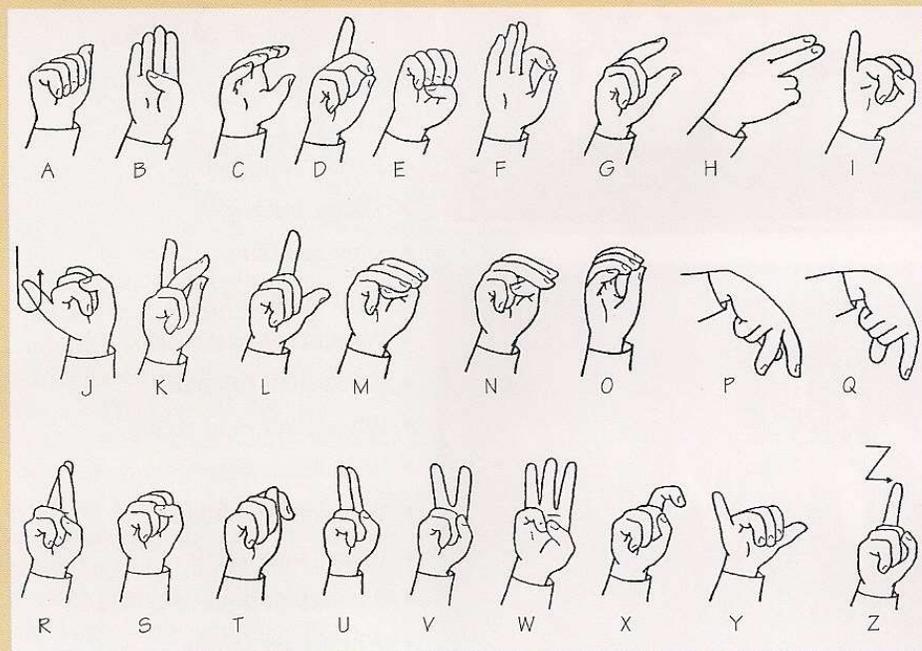
# Aids



# Aids

## Finger Spelling

Many people who are deaf learn to finger spell by using hand shapes and positions that stand for the letters of the written alphabet. Finger spelling is like writing in air. Shown here is the American Manual Alphabet. Try using this alphabet to spell out your name.



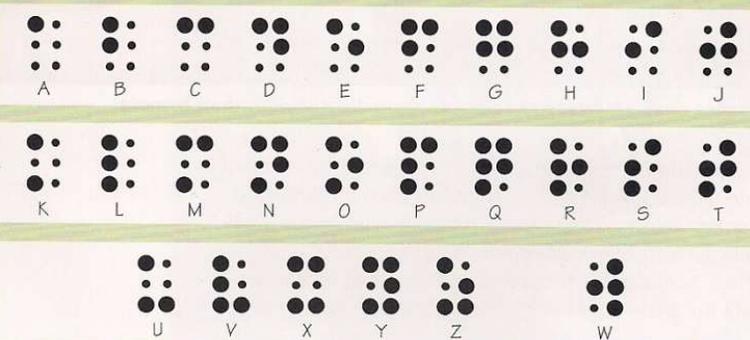
The American Manual Alphabet used for finger spelling

## Touching Words: The Braille Alphabet

Braille is a system of printing and writing that uses raised points or dots. In Braille, each letter, number, and punctuation mark is made up of one to six raised dots arranged in a "cell." The cell, two dots wide and three dots high, fits under a fingertip. People read Braille by lightly passing their fingers over the dots.

The Braille alphabet is shown here. Notice that the first 10 letters (*a-j*) use only the dots in the upper two rows of the cell. The next 10 letters (*k-t*) are formed by adding the lower-left dot to each of the first 10 letters. The remaining letters (*except w*) are formed by adding both lower dots to each of the first five letters.

The letter *w* is an exception because the French alphabet did not contain a *w* when French inventor Louis Braille created the code in the 1820s. The symbol for *w* was added later.



### The Braille alphabet

Braille can be written by hand using a slate and stylus, or typed by striking keys on a machine resembling a typewriter, called a braillewriter. Today, there are software programs that translate Braille; computer printers that emboss Braille dots on thick, heavy paper; portable, electronic note takers with Braille keyboards and synthesized voice readouts; and Braille displays that make the characters on a computer screen appear on a touchable surface.

# ~~Disabilities~~ Different Abilities

- Every Scout has needs
  - To be successful
  - To be accepted socially and emotionally
- It takes a village
  - Scouts
  - Trained Leaders
  - Parents & Caregivers



## 3 Keys to Success

Communication

Communication

Communication

What can I do to help?

# What is a disability?

**REACH** out to Scouts and be sure they are part of the group. Plan meetings so every Scout is Successful.

**R** – Respect

**E** – Encourage

**A** – Accept

**C** – Care

**H** – Honor

# Managing Conflict

- Be aware of yourself
- Be aware of others
- Set the scene for cooperative solutions

# Approaches

- Cooperative Approach
- Direct Approach (Must Stop Now - Freeze)
  - Typically when safety is involved
    - This is what is expected
    - This is what you are doing
    - This is why you must stop and change

# Cooperative Approach

- **Actively Listen**

Seek first to understand, then be understood

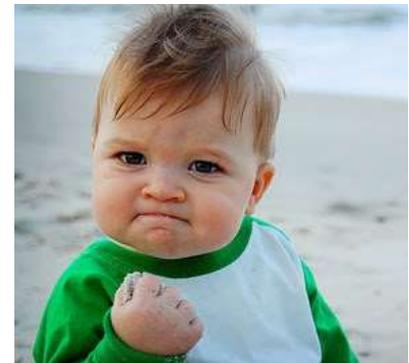
Connects us with others

It helps us make decisions and solve problems

Don't let the heat of the moment take over you

Sometimes you need to take a break to get to a "good place" first

focused, fed, warm, cool, no headache, etc.



# Advocacy

Advocacy means supporting, promoting, or encouraging something

- Support and encourage positive attitudes
- Help strip away labels
- Help people see each other as individuals
- Build bridges of understanding and respect

# Bullying

- Children with disabilities are 2-3X more likely to be bullied
- More than 50% of bullying situations stop when a peer
- ***The end of bullying begins with you***

# Break for Interactive activities

# Professions

- Physical Therapist
- Special Education Teacher
- Audiologist
- Speech Therapist or Language Pathologist
- Psychologist
- Physician
- Occupational Therapist
- Clinical Social Worker

# Personal Commitment

Make a commitment to your merit badge counselor describing what you will do to show a positive attitude about people with disabilities and to encourage positive attitudes among others.

# Requirements covered

- 1 Disability etiquette, 1<sup>st</sup> person language
- 3c How people with disabilities take part in adaptive sports or activity
- 3d Independent living aids
- 5 (partial) Advocacy
- 6 (partial) Make a commitment to show and encourage a positive attitude
- 7 (partial) Five professions that deal with disabilities

# Requirements to complete

**Req #2** Visit an agency that works with people with physical, mental, emotional, or educational disabilities. Collect and read information about the agency's activities. Learn about opportunities its members have for training, employment, and education. Discuss what you have learned with your counselor.

**Req #4** Visit TWO of the following locations and take notes about the accessibility to people with disabilities. In your notes, give examples of five things that could be done to improve upon the site and five things about the site that make it friendly to people with disabilities. Discuss your observations with your counselor.

- Your school
- Your place of worship
- Your Scout camping site
- A public exhibit or attraction (such as a theater, museum, or park)

**Req #5** Do ONE of the following advocacy activities:

- Present a counselor-approved disabilities awareness program to a Cub Scout pack or other group. During your presentation, explain and use person-first language.
- Find out about disability awareness education programs in your school or school system, or contact a disability advocacy agency. Volunteer with a program or agency for eight hours.
- Using resources such as disability advocacy agencies, government agencies, the Internet (with your parent's permission), and news magazines, learn about myths and misconceptions that influence the general public's understanding of people with disabilities. List 10 myths and misconceptions about people with disabilities and learn the facts about each myth. Share your list with your counselor, then use it to make a presentation to a Cub Scout pack or other group.

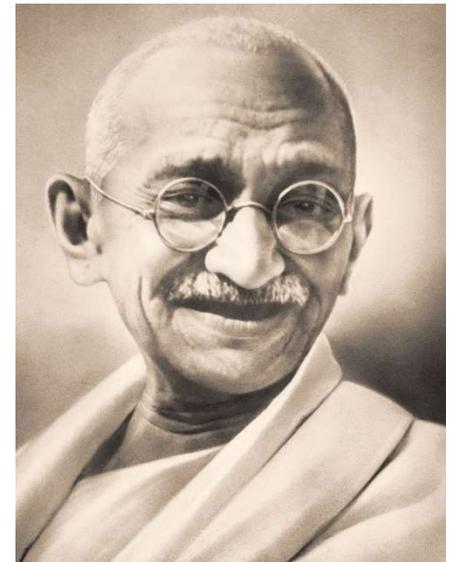
# Requirements to complete

**Req #6** Make a commitment to your merit badge counselor describing what you will do to show a positive attitude about people with disabilities and to encourage positive attitudes among others. Discuss how your awareness has changed as a result of what you have learned.

**Req #7** Name five professions that provide services to people with disabilities. Pick one that interests you and find out the education, training, and experience required for this profession. Discuss what you learn with your counselor, and tell why this profession interests you.

*“Be the change  
you want to see  
in the world”*

-Mahatma Gandhi



# Interactive Activities

## SOUND STATION

Have participants put on a pair of headphones. An adult will turn on the music player. For the next 20 seconds, try talking to the participant sitting across from you while they have music playing in their headphones. One side of the table will listen to the CD, while the other side attempts to talk with the table of “listeners”. Then you will switch roles.

**ASK THEM:** On a scale of 1 to 5 (5 means “very hard to have a conversation” and 1 means “not hard to have a conversation”), rate how you felt during the conversation.

### **INFORMATION:**

This is the most commonly recognized form of sensory impairment. Hearing impairments can affect someone's ability to [communicate](#) and possibly also their balance. People with Autism may experience the following:

#### **under- sensitive to sound:**

- \*They may only hear sounds in one ear, having only partial hearing or none at all in the other.
- \*They may not acknowledge particular sounds.
- \*They might enjoy crowded, noisy places or bang doors and objects.

#### **over- sensitive to sound:**

- \*Noise can be magnified and sounds become distorted and muddled.
- \*People with Autism are so sensitive to sound that they can, for example, hear distant conversations as if they are in the conversation.
- \*People with Autism may have an inability to cut out sounds – notably background noise, which often leads to difficulties concentrating. Sometimes having good hearing means that all of the different noises get really LOUD and distracting and it can hurt their ears. They may hit their heads to deal with the noises.
- \*People with Autism might cover their ears or say words to themselves to focus on something else so that the noises they hear don't seem so loud.

### **Ways to help:**

#### Under-sensitivity:

Use visual supports to back up verbal information.

#### Over-sensitivity:

Shut doors and windows to reduce external sounds.  
 Prepare a person before going into the noise.  
 Suggest that they wear earplugs.  
 Lower your own speaking voice

# Interactive Activities

## SIGHT STATION

Have participants put on blindfold or black goggles. After 15/20 seconds, have them remove goggles, asking them to try to not blink for 15 seconds.

**ASK THEM:** On a scale of 1 to 5 (5 means “you had to rub your eyes, or your eyes started to tear up,” and 1 means “you felt no discomfort at all”), rate yourself on how sensitive your eyes were to the light.

### **INFORMATION:**

#### **under-sensitive to light:**

- \*Objects appear quite dark, or lose some of their features.
- \*Main vision is blurred but peripheral vision quite sharp.
- \*An object in front of them is magnified but things on the periphery are blurred.
- \*Poor depth perception – problems with throwing and catching; clumsiness.

#### **over-sensitive to light:**

- \*Distorted vision: objects and bright lights can appear to jump around.
- \*Images may fragment or break apart
- \*Easier and more pleasurable to focus on a detail rather than the whole objects
- \*Your friends with autism see a lot of small things that other people don't notice like every single color in a room.
- When something is out of place, they may become upset. They might cry or flap their hands, twist their bodies, or tap on a desk. This is for comfort.

### **Ways to help**

Small changes to the environment can make a difference.

Three points to remember are:

- \***be aware:** look at the environment to see if it is creating difficulties for people with Autism. Can you change anything?
- \***be prepared:** tell people with Autism about possible sensory stimuli they may experience in different environments.
- \***be understanding and kind:** ask the person if they need to step out of the room for a moment, they may not be able to recognize what is causing their uneasiness.

# Interactive Activities

## TASTE STATION

**Give participants a piece of sour candy. Have them suck on the piece of sour candy for 15 seconds without eating or chewing or spitting out.**

**ASK THEM:** On a scale of 1 to 5 (5 equals “you had to spit it out,” and 1 equals “you liked the taste”), rate yourself on how sensitive you were to the taste of the candy.

### **INFORMATION:**

Chemical receptors in the tongue tell us about different tastes - sweet, sour, spicy and so on. People with an ASD may experience the following differences.

#### **Under-sensitivity to taste:**

- \*Likes very spicy foods.
- \*Eats everything - soil, grass, Play-dough. This is known as pica.

#### **Over-sensitivity to taste:**

- \*Finds some flavors and foods too strong and overpowering because of very sensitive taste buds. Has a restricted diet.
- \*Certain textures cause discomfort; some children will only eat smooth foods like mashed potatoes or ice-cream or plain noodles.
- \*People with sensitive tastes can vomit and feel sick at the taste of certain textures or flavors of food.

#### **Ways to help**

- \*Do not mix sauces in foods. Let people put their own sauces on food like spaghetti and spaghetti sauce, or ketchup on burgers.
- \*Ask the person with Autism what foods they like. Ask a parent what foods can be eaten by their child with Autism. Provide a fruit alternative.
- \*Never make fun of a person with special dietary needs or assume they are being picky eaters.

# Interactive Activities

## SMELL STATION

**Spray a perfume card with the room freshener spray. Have participant hold card under their nose for at least 20 seconds.**

**ASK THEM:** On a scale of 1 to 5 (5 means “you were coughing or gagging,” and 1 means “the smell didn’t bother you at all”), rate yourself on how sensitive you were to the smell.

### **INFORMATION:**

Chemical receptors in the nose tell us about smells in our immediate environment. Smell is the first sense we rely upon. People with an ASD may experience the following differences.

### **Under-sensitivity to smell:**

- \*Some people have no sense of smell and fail to notice extreme odors (this can include their own body odor).
- \*Some people may lick things to get a better sense of what they are.

### **Over-sensitivity to smell:**

- \*Smells can be intense and overpowering. This can cause toileting problems.
- \*Dislikes people with distinctive perfumes, shampoos, etc.
- \*Dislikes certain foods. May vomit or get physically ill at the smell of certain foods.

### **Ways to help**

- \*Ask a parent or the person with Autism if certain smells irritates them.
- \*Be kind. If a person with Autism has body odor, give them a gentle message.
- \*If you know a certain food bothers a person, give them notice that the food will be served before it is served to allow person to leave area.
- \*Use unscented detergents or shampoos, avoid wearing perfume, make the environment as fragrance-free as possible.

# Interactive Activities

## TOUCH STATION

Have the participant feel the sandpaper in the middle of the board. (Texture is from an average touch sensitivity). Now have the participant feel the sandpaper on the right side of board. (Texture is from under sensitive touch sensitivity). Lastly, have participant feel the sandpaper on the left side of board. (Texture is from over sensitive touch sensory)

**ASK THEM:** On a scale of 1 to 5 (5 means “very”, and 1 means “not very much”), rate how much difference you felt between the 2 materials.

### **INFORMATION:**

Touch is important for social development. It helps us to assess the environment we are in (is an object hot or cold?) and react accordingly. It also allows us to feel pain. People with an ASD may experience the following differences.

#### **Under-sensitivity to touch**

- \*Holds others tightly - needs to do so before there is a sensation of having applied any pressure.
- \*Has a high pain threshold.
- \*May self-harm: bang head, hit head, pick at lip, pick nails until they bleed.
- \*Enjoys heavy objects (eg, weighted blankets) on top of them.

#### **Over-sensitivity to touch**

- \*Touch can be painful and uncomfortable; people may not like to be touched or hugged and this can affect their relationships with others.
- \*Dislikes having anything on hands or feet.
- \*Difficulties brushing and washing hair because head is sensitive.
- \*Only likes certain types of clothing or textures.

#### **Ways to help**

- \*Know if a person is under or over sensitive and be careful when playing games or shaking hands or tapping their shoulder.
- \*Warn a person if you are about to touch him or her; always approach him or her from the front.
- \*Remember that a hug may be painful rather than comforting.
- \*Allow a person to complete some activities themselves so that they can do what is comfortable for them.

# Interactive Activities

## MOTOR STATION/BODY AWARENESS

Have participant put on a pair of work gloves. Have participant now tie the shoe lace on the boot.

**ASK THEM:** On a scale of 1 to 5 (5 means “you had a lot of trouble tying shoe lace,” and 1 means “you had no problem at all tying shoe lace”), rate yourself on tying your shoe lace on the boot.

### **INFORMATION:**

Situated in the muscles and joints, our body awareness system tells us where our bodies are in space, and how different body parts are moving.

### **Under-sensitivity**

- \*Stands too close to others, because they cannot measure their proximity to other people and judge personal space.
- \*Hard to navigate rooms and avoid obstructions.
- \*May bump into people.
- \*Clumsy. May not be able to do simple movements like jumping jacks.

### **Over-sensitivity**

- \*Difficulties with fine motor skills: manipulating small objects like buttons or shoe laces.
- \*Moves whole body to look at something.

### **Ways to help**

- \*Do not rush person with Autism while doing fine motor tasks.
- \*Do not laugh at person with Autism when they act clumsy.
- \*Offer to help tie shoes or button coats.
- \* If a person with Autism stands too close, give them a gentle reminder to give you more space.

# Interactive Activities

## WHO'S ON THE AUTISM SPECTRUM

Have participants look at the picture board and place all of the pictures of those people who are on the Autism Spectrum in the middle section of the board.

**ASK THEM:** On a scale of 1 to 5 (5 means “you had a lot of trouble identifying who was on the spectrum,” and 1 means “you had no problem identifying who was on the spectrum”), rate yourself on identifying who was on the spectrum.

### **INFORMATION:**

You cannot tell who is on the Autism Spectrum and who is not. It has been said, once you know someone with Autism, you only know ONE person with Autism. This means that everyone is different, with different challenges and different needs, and different abilities. Even people with Autism are very different from each other. That is why this disorder is called a SPECTRUM.

### **Ways to help**

- Treat everyone the way you want to be treated. Live the Scout Law.
- Be KIND to everyone. We never know what challenges people have and we should never judge people.
- Be FRIENDLY. People are all different. Everyone has challenges as well as abilities.
- Be COURTEOUS. Do not stare at people with challenges, or others who may be having a sensory meltdown. Do not rush another person to finish and activity.
- Be HELPFUL. Offer to help when another person seems to be struggling doing an activity. We never know when we may need help ourselves.
- Be CHEERFUL. Always reassure a person that they can do it, even if it takes them longer.