



## Special Needs

Name \_\_\_\_\_

Categories of disabilities and impairments are listed below along with representative examples for reference while working on this Trail Badge.

- Physical: limitations on function of limbs, gross motor ability and daily living activities, including congenital medical conditions with no mental or intellectual components
- Sensory: Vision, hearing, smell/taste, touch, balance
- Cognitive and Emotional: **Intellectual disability, Down's syndrome,** neurological disorders, ADHD, autism, learning disabilities, etc.
- Nonvisible: Severe chronic conditions such as epilepsy, diabetes, asthma, severe allergy, etc.

Do all of the following requirements (1-4)

- \_\_\_\_1. Learn the following about disabilities and people with disabilities:
  - \_\_\_\_a. Explain what it means to have a physical disability or impairment.
  - \_\_\_\_b. Describe how to refer to and interact with someone with an impairment or disability using positive and person-first language.
  - \_\_\_\_c. Read the Parable of the Great Banquet (Luke 14:15-23) and explain **what it says about God's feelings towards people with disabilities** and how can we apply it in our lives.
  - \_\_\_\_d. List ways that a person might become physically disabled.
  - \_\_\_\_e. Select a physical disability and list the ways that a person with that physical disability is limited and list the ways that person is not limited.
  - \_\_\_\_f. List any friends or relatives with a disability or impairment and describe how they work around it.
- \_\_\_\_2. Learn about the Americans with Disabilities Act (ADA):
  - \_\_\_\_a. Explain why the ADA was created.

- \_\_\_\_\_b. List several design standards changes since 1990 due to the ADA.
  - \_\_\_\_\_c. Show an image of the International Symbol of Accessibility and explain its meaning.
  - \_\_\_\_\_d. List places where an accessibility sign is usually posted.
- \_\_\_\_\_3. Take an inclusion walk at your Troop meeting place or another community facility.
- \_\_\_\_\_a. Walk around and see if it would be easy or difficult for persons with physical or sensory disabilities or impairments to attend activities there. Identify the features providing easy access and any impediments to access.
  - \_\_\_\_\_b. Make a list of improvements that would help make your facility a more welcoming place for individuals with disabilities.
  - \_\_\_\_\_c. On your walk:
    - Walk from a car to the building/classroom and back.
    - Visit the area where any outdoor activities would take place.
    - Go to the area where snacks and refreshments are served.
    - Go to the restroom and wash your hands.
    - Get a drink of water.
- \_\_\_\_\_4. Plan and implement a Leader-approved, hands-on disabilities awareness program for your troop, unit, or a younger unit using positive and person-first language. Possible activities include:
- While wearing work gloves or a thick set of socks on your hands, put on and button a shirt; put on and zip a jacket; put on and tie shoes.
  - Use a small golf pencil held in your mouth to draw a simple picture; write your name; write a sentence.
  - Prepare a snack while blindfolded.
  - While blindfolded, have a buddy guide you with verbal instructions through a short course with obstacles such as chairs, tables, closed doors, elevators, stairs, etc.
  - Try decoding a short phrase in Braille.
  - Navigate a wheel chair through a short course with obstacles such as chairs, tables, closed doors with automatic closers, elevators, ramps, etc.

- With earplugs or muff style hearing protectors on, try to participate in a conversation with several people.
- While wearing headphones playing moderate volume background noises, take a short math test with a short time limit. This simulates sensory overload.

Do one of the following requirements (5-7)

- \_\_\_\_\_5. Invite one or more persons with a disability or impairment to speak to your Troop or Unit about their life experiences and favorite activities.
- \_\_\_\_\_6. Visit an agency that works with people with disabilities:
- \_\_\_\_\_a. List activities and programs the agency offers
  - \_\_\_\_\_b. Describe training, employment, and education opportunities available to its members
- \_\_\_\_\_7. Help plan and attend an event with your Troop or Unit that allows you to interact with people with disabilities.

Do three of the following optional requirements (8-14)

- \_\_\_\_\_8. Research independent living aids or assistive devices for physical disabilities and impairments and do the following:
- \_\_\_\_\_a. List at least three aids or devices for physical disabilities and impairments
  - \_\_\_\_\_b. Describe the use or function of each listed aid or device.
  - \_\_\_\_\_c. Determine where to get each listed aid or device and their approximate costs.
- \_\_\_\_\_9. Research independent living aids or assistive devices for sensory disabilities and impairments and do the following:
- \_\_\_\_\_a. List at least three aids or devices for sensory disabilities and impairments
  - \_\_\_\_\_b. Describe the use or function of each listed aid or device.
  - \_\_\_\_\_c. Determine where to get each listed aid or device and their approximate costs.
- \_\_\_\_\_10. Select one of the cognitive and emotional disabilities. Create a brochure telling about the disability and some special ways of learning that can help kids with this type of disability.

- \_\_\_\_\_11. Learn to recognize and provide first aid for the following complications of nonvisible disabilities:
- \_\_\_\_\_a. Epileptic seizure
  - \_\_\_\_\_b. Insulin shock and diabetic coma
  - \_\_\_\_\_c. Asthma emergency
  - \_\_\_\_\_d. Anaphylactic shock
- \_\_\_\_\_12. Research autism and sensory overload and do the following:
- \_\_\_\_\_a. Watch the video "Carly's Café - Experience Autism Through Carly's Eyes."
  - \_\_\_\_\_b. List contributing factors to Carly's overload.
  - \_\_\_\_\_c. Describe how you think the others in the cafe should have responded.
  - \_\_\_\_\_d. Explain how to recognize and help a person experiencing a sensory overload.
- \_\_\_\_\_13. Learn how people with disabilities take part in a particular adaptive sport or recreational activity.
- \_\_\_\_\_a. Talk to a gym teacher, Parks and Recreation department, Special Olympics representative, or other adaptive sport/activity volunteer to learn how persons with disabilities or impairments participate and compete in various sports or activities.
  - \_\_\_\_\_b. Volunteer during an adaptive sporting event.
  - \_\_\_\_\_c. Describe the event and what you learned.
- \_\_\_\_\_14. List ten myths and misconceptions about people with disabilities and learn the facts about each myth. Present your findings to your troop, unit, or family.
- \_\_\_\_\_15. List five professions that provide services to people with disabilities and the education, training, and experience required for each.

## Resources

*"Carly's Café - Experience Autism Through Carly's Eyes"*

<https://www.youtube.com/watch?v=KmDGvquzn2k>

This experience is viewed through the eyes of Carly Fleischmann, a 17 year old girl living with non-verbal Autism. Based on an excerpt from the book Carly's Voice: Breaking through Autism, it explores how, for someone with autism, a simple act like going for a coffee can descend into chaos.

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Trail Badge Mentor Signature

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Date

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