

**Girl Scouts of Eastern Missouri
Disability Awareness Patch Program
Girl Scout Junior**



Welcome

Girl Scouts of Eastern Missouri is excited your troop/group is participating in the Disability Awareness Patch Program which was created to generate discussion, nurture an inclusive environment and empower girls to learn and accept the value of each other. With your guidance girls will gain greater insight, understanding and acceptance of people's differences and disabilities.

A series of carefully constructed activities will teach girls about inclusion through the Discover, Connect and Take Action model. Girls will learn why inclusion is important, how it applies to Girl Scouts values and how to use this knowledge to promote inclusion in Girl Scouting. They will discover things like People First Language, connect through activities such as signing the Girl Scout Promise and can take action by volunteering at an organization that work for people with disabilities or hosting a disability awareness event.

As a leader, you may have experienced the rewards of having girls with disabilities participate in your group's activities. Remember, you do not need to have prior knowledge or experience in the disability field to teach girls about acceptance and inclusion of others. All of the patch program activities include easy-to-follow activity plans including tips for discussion starters and supply lists.

Requirements

To earn the patch, girls must complete five activities. Girls should choose one activity from each of the Discover, Connect and Take Action categories and should complete two more activities from any category. Girls can complete the activities individually or in a troop, in any order.

Where to Purchase Patches

The Disability Awareness patch may be purchased in the Girl Scout Shop. To purchase the patch, please complete the evaluation located in the back of this booklet, and present the evaluation at the Girl Scout Shop or mail order to the GS Shop, 2300 Ball Drive, St Louis, MO 63146.

How to Wear Your Patch

The patch should be placed on the back of the Girl Scout insignia sash or vest. Adults may continue to use an assortment of garments and accessories for patch placement.

Helpful resources

Another excellent resource for leaders of all age levels is *Focus on Ability*, the Girl Scouts of the USA guide on serving girls with special needs. Troop leaders may also decide to check out the Disability Awareness Kit which includes hands-on activities to help promote awareness and understanding of peoples differing abilities, Including Samuel Viewing Party Kit, or I am Norm Kit. All these resources and more are available through the Emerson Resource Center.

Contacts

In addition to the Emerson Resource Center, questions about the program can be directed to Peggy Maull, Program Manager, 314.592.2398, pmaull@girlscoutsem.org.

Discover: A Key to Leadership

Choose at least one activity from this category. Complete all steps in the numbered activity unless otherwise noted.

ACTIVITY 1: GETTING AROUND

Tips for discussion starters

- What's it like to have a disability?
- Some people with disabilities are born with a disability (congenital) while others have a disability as a result of an accident or disease.
- Some people who have a disability, especially people who cannot see, cannot hear or cannot walk, must learn different ways to do things.
- Learn what respectful language you should use when referring to people who have disabilities. Refer to People First Language.
- Did you know that Juliette Gordon Low, the founder of Girl Scouts, had partial hearing loss?

Do at least two of the five steps. (LEADERS NOTE: Simulation activities are to learn about specific disabilities and to problem solve to make daily tasks easier.)

1. VISUAL IMPAIRMENTS

A person with a visual disability may have trouble seeing images, color, lights or shadows. Their vision may be distorted or blurred. Even though some people with visual impairments wear glasses, other people with visual disabilities may have severe vision problems that cannot be corrected with glasses.

Simulation Activity 1

Using plastic wrap, tape six to eight layers of plastic to the lenses of an old pair of sunglasses. You may use swimming goggles or protective goggles. Put on the sunglasses or goggles and try to do everyday tasks such as reading a book, putting together a puzzle, playing a board game or making a sandwich.

How did it feel to have your vision impaired? What would have made the task easier? Make a list of different ways everyday tasks could be made easier for a person with a visual disability.

Simulation Activity 2

Watch a television program while wearing a blindfold. Was it hard to "watch" the show without seeing it?

2. HEARING IMPAIRMENTS

A hearing disability can be defined in many ways, ranging from mild to moderate deafness in which a person has trouble hearing soft sounds, to complete deafness. A hearing impairment can affect speech, language, communication and social skills. A person with a hearing disability relies on other senses, such as sight, to help them with basic communicative skills.

Simulation Activity

With a partner, sit facing each other. Have one person at a time say something to the other, moving their lips only. Try to have a conversation and do not speak out loud.

What problems did you have in understanding what was said? What happened if your partner turned her head?

3. PHYSICAL IMPAIRMENTS

Physical impairments are probably the most recognizable type of disability because they are something you can see. A person may be born with a physical disability (congenital) or the disability may occur as a result of an accident, infection or disease. There are many conditions that can be called a physical disability, including cerebral palsy, epilepsy, spinal injuries or loss of a limb.

Simulation Activity 1

Place two chairs of different sizes side by side. Move from one chair to the other and back without standing on your feet or using your legs. This is how a person who uses a wheelchair must transfer to a chair, bed, sofa, etc.

Simulation Activity 2

Sing a song such as "Head, Shoulders, Knees and Toes." Try singing the song three times. Some people have impairments affecting their muscles, which can make it difficult to do things such as raise their arms or reach their

4. SPECIFIC LEARNING DISABILITIES

More people have learning disabilities than any other type of disability. A person with a learning disability is not dumb or lazy; they may experience trouble learning or understanding certain things, such as reading, math or directions.

Simulation Activity

Have each girl in the troop read one sentence aloud from the paragraph below.

"Cro-Magnon Man"

ehT qaimting also qroved that,
Sa well sa beimg a great humter,
Cor_Wagmom Nam saw a consiberadle artist.
He dah flourisheb to a tine whem eno fo eth terridle
Ice Ages saw dlotting out nuch fo Europe.
He had estadlishedb jinself, fought wilb aminals rof sqace,
Surviveb eht ditter colb, and left beeq bown unber groumb
Nenorials of his yaw for life!

When finished, discuss the following questions:

Did you feel frustrated while reading your sentence? Did it slow you down? If this was how you saw words, would you want to leave the group when it was your turn to read? How did you feel when other people helped you? Were you angry at yourself? Where you angry at other girls?

This is an example of a visual perception problem called reversals. Some people with learning disabilities reverse letters, numbers or whole words (saw-was). A person who writes reversals probably reads reversals, causing them to slow down while reading.

5. DEVELOPMENTAL DELAYS

A person with a cognitive disability is like anyone else who enjoys many activities that most people do—having fun and being with friends. A person with a cognitive disability has a lower than average intelligence. This means they learn things more slowly than a person with average intelligence. They also may do things that you would expect from someone younger. A person with developmental delays may not develop social or life skills, such as how to greet other people or make themselves a snack. Instead, they may do things and react to situations in ways that you do not understand.

Simulation Activity

Using only two-syllable words, write a paragraph about your favorite Girl Scout memory or what you did during your last school vacation. Once completed, consider: How hard was it for you to write the paragraph? How would you feel if you had to work this hard every time you tried to write? This is often how a person who has a cognitive disability feels when they have to write their name or a simple sentence.

6. BEHAVIOR DISORDERS

Have you ever felt so strongly about something that you couldn't think about or focus on anything else? For some people with behavioral disorders, that is how they feel much of the time. A behavioral disability does not mean a person is bad or only does things to get attention. It is a disability they cannot control. A person with a behavioral disability is much like anyone else. She needs to be shown friendship and respect regardless of behavior.

Simulation Activity

Sit on the floor with your knees up, head down, arms around your knees and think about a time when you felt very alone. You can rock or hum, but do not talk. Try to focus only on your feelings. After five minutes, get up and write about how you felt.

7. COMMUNICATION DISORDERS

Imagine you had difficulty in communicating clearly with others. How would you let people know what you thought, how you felt or what you needed? A communication disorder involves speech and language. Speech is the sound we use when sharing our thoughts or ideas. Language is the formation of thoughts or ideas into sentences or phrases. A person with a communication disorder has difficulty with their speech or language.

Simulation Activity

Read the following examples of different types of communication disorders out loud to other members of your troop. When you are finished, discuss how you felt and how your listeners felt during communication.

Articulation Disorder

A thpeech dithoda ith not funny. It can be vewy embawathing to the thpeaka. Even a mld dithoda can cauthe a mithunuthtanding.

Stuttering

A-a-a speech d-d-d-isorder is not f-f-funny. It c-c-can be, uhm, you know, uhm very embaaaaarrassing to the –the speaker. Eeeven a m-mild dis-dis-disorder canc ause a mis-mis-mis-misunderstanding.

ACTIVITY 2: THE GIRL SCOUT LAW

Tips for discussion starters

- What does inclusion mean? The act of including or the state of being included.
- Has there ever been a time where you felt excluded? How did that make you feel?
- Girl Scouts believe that each girl is an equal and valued member. What does that mean for your group?

Recite the Girl Scout Law together. Go over each section of the Law and discuss how it is applicable to inclusion. Talk about what it really means to be a sister to every Girl Scout.

Connect: A Key to Leadership

Choose at least one activity from this category. Complete all steps in the numbered activity unless otherwise noted.

ACTIVITY 1: AMERICANS WITH DISABILITIES ACT (ADA)

Tips for discussion starters

- What is the Americans with Disabilities Act (ADA)? It is a federal law that prohibits discrimination against people with disabilities.
- Why is it important to have an equal opportunity law? Can you think of other laws that protect basic civil rights?
- Can you understand how a person might feel if they were not provided the same opportunities to earn a living, travel by bus, using public accommodations, etc?

Write your members of Congress or State Legislators to inquire about laws protecting people with disabilities. Learn more about the American with Disabilities Act (ADA), a law to ensure equal rights for people with disabilities.

ACTIVITY 2: IS YOUR SCHOOL OR MEETING PLACE BARRIER-FREE?

Tips for discussion starters

- Who feels this building is accessible to people with disabilities?
- Why are certain areas not accessible?
- What could be done to make the area more accessible?
- Is the area accessible to people with different disabilities (physical disabilities, hearing impairments, visual impairments, etc.)?

A barrier makes it very difficult or impossible for a person with a disability to navigate through a building. To look at how accessible your community is for people with disabilities. Use the "Accessibility Checklist" to determine if your school or meeting place is barrier-free.

ACTIVITY 3: CAREERS

Tips for discussion starters

- What type of employment opportunities are there for a career in Disability Services?
- Can a job in this field be rewarding? Consider this, having the desire to improve people's lives through individual care and support, a career in Disability Services may be for you.
- What types of jobs are available to people with disabilities?
- Explain the following: The ADA ensures equal opportunity to people with disabilities. It does not require an employer to favor people with disabilities.

Learn about the different occupations you can pursue in working with people who have mental, emotional and physical disabilities. Jobs may include social worker, teacher, engineer, sign language interpreter or physical therapist. Find out what type of education is required and what kind of salary you might expect in various Disability Services careers. What is their day to day activity like?

(LEADER'S NOTE: After your group discussion about different occupations see if you can arrange for someone who works in the field to come and speak to your troop about their career.)

ACTIVITY 4: TAKE THE STAGE

Tips for discussion starters

- Should everyone be treated equally, regardless of appearance or ability?
- What teasing or bullying do they notice at their school, home, or place of worship? What can you do about it?

Break your group up into smaller groups (2 -3 girls) to act out the scenario given to them for the troop:

1. Your best friend tells you that you have a big nose
2. You are playing soccer in gym class and you just missed the winning goal
3. Your mom is making you wear a dress with bows and ruffles to school
4. Two older students grab your homework and begin laughing at the mistakes they see

Discuss with the girls about how they felt while acting the scenarios out. What could be done differently to make everyone feel accepted.

Take Action: A Key to Leadership

Choose at least one activity from this category. Complete all steps in the numbered activity unless otherwise noted.

ACTIVITY 1: VOLUNTEER

Tips for discussion starters

- Discuss the need for different organizations that assist adults and/or children with disabilities
- What type of services can they provide?

There are many organizations that work with adults and/or children with disabilities. They provide everything from programming, camping experiences to job opportunities. Contact at least three organizations and ask what services they provide and who they help. Invite someone from one of these organizations to speak at a troop meeting about their organization and their job. Prepare

questions in advance and ask how your troop can assist the agency.

(LEADER'S NOTE: Check the Resource Guide located in this booklet for a list of local service providers and organizations near you.)

ACTIVITY 2: AMERICAN SIGN LANGUAGE (ASL)

Tips for discussion starters

- What is the American Sign Language (ASL)? Discuss why some people might use ASL
- Has anyone in the group seen an interpreter at an event? Many times interpreters are hired for events such as plays, symphonies or political assemblies. Can anyone think of other places?
- What would make signing difficult - for the interpreter and for the person who is hearing impaired?

Using the Sign Alphabet Chart go over the Girl Scout Promise in American Sign Language (ASL) with your troop. Instruct the group to practice the Promise on their own and with each other, and then sign as a group. Research an organization that frequently uses an interpreter. Find out what their process is in order to share this information with the general public. Find another organization where using an interpreter would be beneficial and advocate on behalf of the hearing impaired. Under the ADA law, for example, a public place may need to provide interpreters, closed-caption decoders or videotext displays for people with hearing impairments. *(LEADER'S NOTE: Check the Resource Guide located in this booklet for the Sign Alphabet Chart or web resource such as <http://www.lifeprint.com>)*

ACTIVITY 3: DISABILITY AWARENESS

Tips for discussion starters

- With your troop, talk about how you react toward people with disabilities. Why do you feel the way you do?
- Why do people sometimes feel uncomfortable around people with disabilities?
- How does learning about people with disabilities help make us feel more comfortable?

Learn more about famous people with disabilities. Your research might include Walt Disney, Thomas Edison, Helen Keller, Franklin Delanor Roosevelt, Wilma Rudolph, Susan B. Anthony, Marla Runyan and Elizabeth Barrett Browning. Find out about Juliette Gordon Low and how she became hearing impaired. Share your findings with a younger Girl Scout troop at their troop meeting. You may want to develop a seek -n-find about famous people with disabilities, plan a skit about challenges people with disabilities face or try decorating a cookie with icing while wearing a blind fold.

(LEADER'S NOTE: Search people with disabilities online. For program activity ideas check out the Disability Awareness Kit available from the Emerson Resource Center. Also, check the Resource Guide located in this booklet for a list of local service providers and organizations near you.)

DISABILITY ETIQUETTE

Before your troop members begin working on their project, it will be beneficial for them to learn about “Disability Etiquette.” This information will help the troop know what is and what is not respectful language and behavior to use when interacting with people who have disabilities.

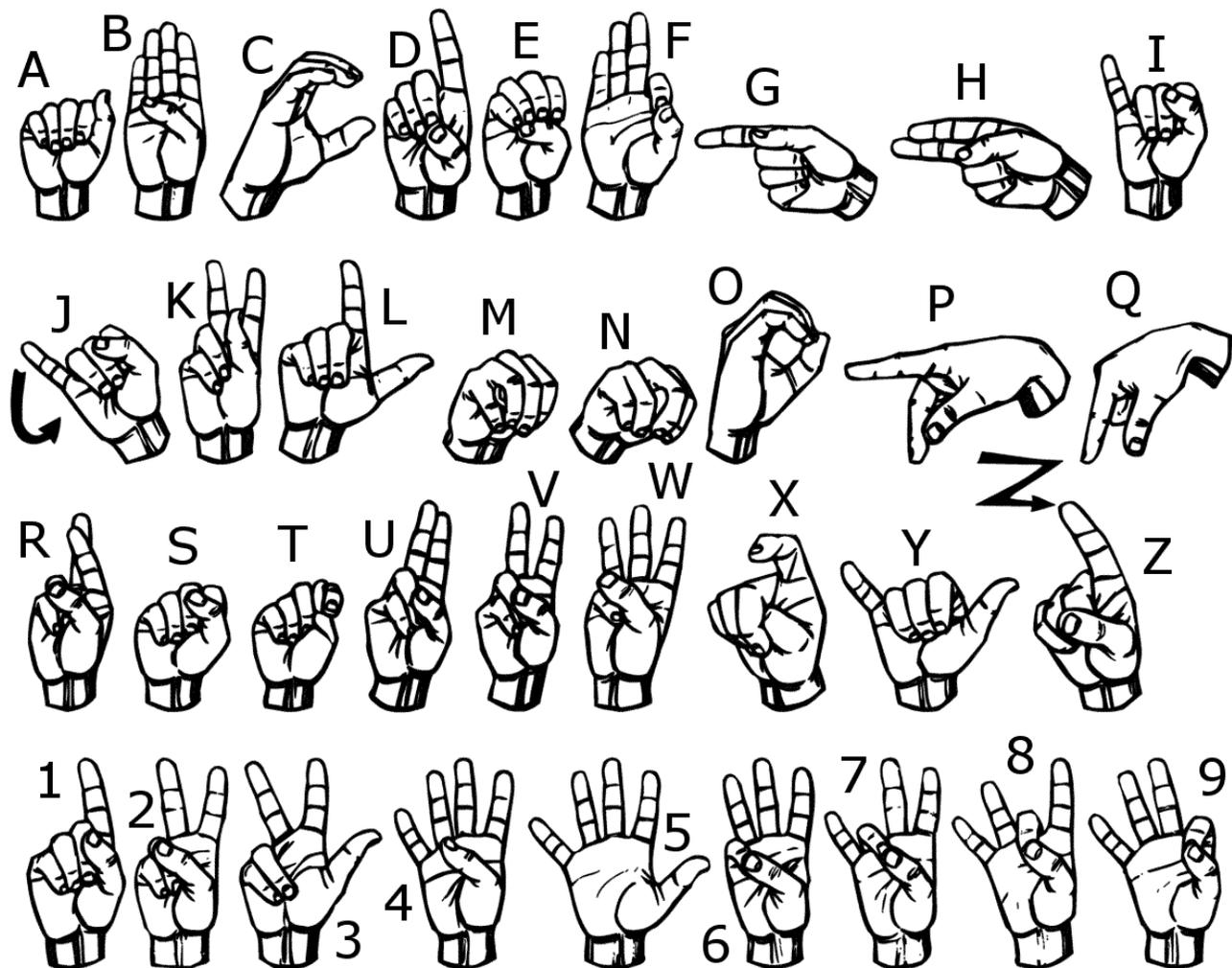
PEOPLE FIRST LANGUAGE

People First Language puts the person before the disability, and describes what a person has, not who a person is. It eliminates generalizations, assumptions and stereotypes by focusing on the person rather than the disability.

PEOPLE FIRST LANGUAGE	
<u>SAY:</u>	<u>INSTEAD OF:</u>
Person with a disability	The handicapped or disabled
<i>She has a learning disability</i>	<i>She’s learning disabled</i>
The child has a developmental delay	The mentally retarded or slow
<i>Congenital disability or birth anomaly</i>	<i>Birth defect/affliction</i>
Person who uses a wheelchair	Wheelchair-bound or confined
<i>Accessible parking</i>	<i>Handicapped parking</i>

- Talk about the person first, then the disability. Say “a person with a disability” rather than “a disabled person.” Remember-if a person’s disability is not important to the story or conversation, don’t mention it.
- It is okay to offer help to a person with a disability, but wait until your offer is accepted BEFORE you help. Listen to instructions the person may give.
- Leaning on a person’s wheelchair is like leaning or hanging on a person and is usually considered annoying and rude. The chair is a part of one’s body space and should be respected as such.
- When offering help to a person with a visual impairment, allow that person to take your arm. This will enable you to guide, rather than lead the person. Use specific directions, such as “left two feet” or “right six steps,” when directing a person with a visual impairment.
- When talking to a person who has a disability, speak directly to the person, not through a friend.
- Relax! Don’t be embarrassed if you say things like, “See ya later” or “Gotta run,” which seem to call attention to a person’s disability.
- To get the attention of a person who has a hearing impairment, tap them on the shoulder or wave. Look directly at the person and speak clearly, slowly and expressively to determine if they read lips. *NOTE: Not all people with hearing impairments can read lips. Those who do rely on facial expressions and body language for understanding. Stay in the light and keep food, hands and other objects away from your mouth. Do not shout. Use written notes to convey messages.*
- When speaking with a person in a wheelchair for more than a few minutes, place yourself at eye level with that person.
- When greeting a person with a visual disability, always identify yourself and others. For example, you can say, “On my right is John Smith.” Speak in a normal tone of voice. Let them know when you move from one place to another.

American Sign Language (ASL) Chart



Disability Awareness Patch Program Resource Guide

ACCESSIBILITY CHECKLIST

Take a look through your school, an area office building, local library or other public place. Using this checklist, determine how accessible the place is for people with disabilities.

- | | | |
|-----|----|--|
| YES | NO | Are there reserved parking places for people with disabilities?
(They must be at least 96 inches wide.) |
| YES | NO | Does the main entrance have a barrier-free ramp?
(It must go out at least one foot for every inch it goes up.) |
| YES | NO | Do all doors have a clear opening of 33 inches or more when open?
(This allows a wheelchair to pass through.) |
| YES | NO | Are the doorknobs located in such a way that people in wheelchairs can reach them? |
| YES | NO | Are there handrails in hallways and near stairs? |
| YES | NO | Can drinking fountains be used by people in wheelchairs or by people with impaired use of their hands? |
| YES | NO | If the building has more than one floor, does it have an elevator? Are the buttons marked in Braille? |
| YES | NO | Are fire alarms/smoke detectors equipped with flashing lights for people with hearing impairments? |
| YES | NO | Are windows 24 to 28 inches from the floor so people using wheelchairs can see out? |
| YES | NO | Is there at least one bathroom stall with handrails that could comfortably be used by a person in a wheelchair? (The stall door must swing outward.) |
| YES | NO | Is at least one sink, soap dispenser, and towel dispenser no higher than 34 inches from the floor? |



Disability Awareness Patch Program Resource Guide

SERVICE PROVIDERS AND ORGANIZATIONS

Adapt-Ability, Inc

To enable people with disabilities through technology
9355 Dielman Industrial Dr
St. Louis, MO 63132
314.432.1101
www.adapt-ability.org

Association on Aging with Developmental Disabilities

Develops, links, and supports opportunities and services for older adults with developmental disabilities
2385 Hampton Ave.
St. Louis MO 63139
314.647.8100
www.agingwithdd.org

The Center for Head Injury Services

Rebuilds and enhances the lives of people with brain injuries, autism, intellectual disabilities and visual impairments
11786 Westline Industrial Dr.
St. Louis, MO 63146
314. 983.9230
www.headinjuryctr-stl.org

Down Syndrome Association of Greater St Louis

Benefit the lives of people with Down syndrome and their families through individual and family support, education, public awareness and advocacy
8420 Delmar Boulevard, Suite 200
St Louis, MO 63124
314.961.2504
www.dsagsl.org

Edgewood Children's Center

To meet the needs of children and families of children with emotional, behavioral and psychological problems
330 North Gore Avenue
St Louis, MO 63119-1699
314.968.2060
www.eccstl.org

Easter Seals

Provides exceptional services, education, outreach, and advocacy so that people living with autism and other disabilities can live, learn, work and play in our communities. Serves individuals and their families in Metropolitan St. Louis, Central Missouri and Southwestern Illinois
800-221-6827
www.easterseals.com

Life Skills



Committed to helping individuals with developmental disabilities, including autism, learn, live and work in their community.

Serves individuals in the Greater St Louis and Central Missouri
www.lifeskills-mo.org

Life Skills - Main Office
10176 Corporate Square Drive, Suite 100
St. Louis, MO 63132
314-567-7705
314-567-8199 TDD

Life Skills - Central Missouri Office
Columbia
918 Bernadette Drive
Columbia, MO 65203
800-675-4241 or 573-874-3777

Midwestern Braille

Assist the blind by transcribing a wide variety of materials into Braille
104 W Adams
Kirkwood, MO 63122
314.966.5828
www.mbv.org

Missouri Autism Coalition

Promote collaboration and information sharing regarding autism issues in Missouri. Legislation Updates
P.O. Box 1431
Jefferson City, MO 65102
missouriautism@gmail.com
www.missouriautismcoalition.com

Missouri Department of Mental Health

State law provides three principal missions for the department: (1) the prevention of mental disorders, developmental disabilities, substance abuse, and compulsive gambling; (2) the treatment, habilitation, and rehabilitation of Missourians who have those conditions; and (3) the improvement of public understanding and attitudes about mental disorders, developmental disabilities, substance abuse, and compulsive gambling.
573.751.4122 or 1.800.364.9687
www.dmh.mo.gov

Missouri Developmental Disabilities Council

To assist individuals, families, and the community to include all people with developmental disabilities in every aspect of life
1.800.500.7878 or 573.751.8611 (voice or TT)
www.mpcdd.com

Paraquad, Inc.

Provides support for individuals with disabilities to discover their abilities
5240 Oakland Ave
St. Louis, MO 63110
314.289.4200
www.paraquad.org

Recreation Council of Greater St. Louis



Provides information on leisure, recreation and socialization opportunities for individuals with developmental disabilities

www.recreationcouncil.org

St Louis County Office
200 S. Hanley, Suite 100
St. Louis, MO 63105
314.726.6044

St. Louis City Office
2334 Olive
St. Louis, MO 63103
314.772.2299

St. Charles Office
60 Gailwood Dr. - Suite C.
St. Peters, MO 63376
636.477.7704

St Louis Arc

Provides support and services to adults and children with developmental and intellectual disabilities, and their families

1177 N. Warson Road
St. Louis, MO 63132
314.569.2211
www.slarc.org

St. Louis Learning Disabilities Association

Provide a comprehensive range of services to children with learning disabilities and/or ADHD, their parents and teachers.

13537 Barrett Parkway Drive, Suite 110
Ballwin, MO 63021
314.966.3088
www.ldastl.org

Support Dogs, Inc.

Provide skilled assistance dogs to individuals with disabilities and trained therapy dogs to serve the community

11645 Lilburn, Park Rd.
St Louis, MO 63146
314.997.2325
www.supportdogs.org

United Cerebral Palsy Heartland

Offers a wide variety of programs for people with cerebral palsy and other disabilities

13975 Manchester Road
Manchester, MO 63011
636.227.6030
www.ucpheartland.org

NOTES:



Girl Scouts of Eastern Missouri

Internet Safety Pledge

Traveling through cyberspace can be fun, but like any trip you take you have to “Be Prepared” for unforeseen things. So, read this before you go any further. Then discuss it with your parent or guardian.

- I will not give out personal information such as my address, telephone number, parents’/guardians’ work address/telephone number, or the name and location of my school without my parents’/guardians’ permission.
- I will tell an adult right away if I come across any information that makes me feel uncomfortable.
- I will never agree to get together with someone I “meet” online without first checking with my parents/guardians. If my parents/guardians agree to the meeting, I will be sure that it is in a public place and bring my parent or guardian along.
- I will never send a person my picture or anything else without first checking with my parents/guardians.
- I will not respond to any messages that are mean or in any way make me feel uncomfortable. It is not my fault if I get a message like that. If I do, I will tell my parents/guardians right away so that they can contact the online service.
- I will talk with my parents/guardians so that we can set up rules for going online. We will decide upon the time of day that I can be online, the length of time I can be online and appropriate areas for me to visit. I will not access other areas or break these rules without their permission.

Girl’s Signature _____ Date _____

Parent/Guardian _____ Date _____
Signature

Source: National Center for Missing & Exploited Children

KW/nr
1/21/09

INCLUDE NEW PATCH EVALUATION - originator is Kathy White or Cindy Stocker may have as well



Patch Program Evaluation

Indicate the Patch Program: (check one)

Show Me ___ Paddle Wheels and Wagon Wheels ___
 Meet Me in St. Louis ___ Economize Energy ___
 Disability Awareness ___ Juliette Low World Friendship ___
 Superstar Troop ___

Number of Girls _____ Program Age Level: D B J C S A

Read these questions to the Girl Scouts in your troop/group and record the total number of YES and NO answers to each question.

1. Did you try something you had never done before? Yes ___ No ___
2. Did you learn something you're going to use outside of Girl Scouts? Yes ___ No ___
3. Did you explore differences and similarities among people in your community?
Yes ___ No ___
4. Do you feel a stronger connection to your community? Yes ___ No ___
5. Did you share what you learned with others? Yes ___ No ___
6. Did you help decide which activities you were going to complete? Yes ___ No ___
7. Did you enjoy this patch program? Yes ___ No ___
8. Would you recommend this patch program to another troop? Yes ___ No ___

Adults, please answer these questions:

Would you recommend this patch program to another troop? Yes___ No___
 Will this troop participate in this patch program again, if applicable? Yes___ No___

The following information is requested only to measure progress toward serving all girls in our jurisdiction. This information will be aggregated and used only for inclusion in research, evaluation and grant proposals. Individuals will not be identified by name. Please indicate totals based on the entire troop.

Racial/Ethnic Background

White ___ Black ___ Asian ___
 Hawaiian/Pacific Islander ___ Also Hispanic ___ American Indian/Alaskan Native ___

Disabilities

Speech Impairment _____ Hearing Impairment ___ Specific Learning Disability ___
 Visual Impairment ___ Physical Impairment ___ Other Impairment _____

KW 8/2014