



1.1 Accommodations & Special Needs

INTERMEDIATE COURSE

ANSWER KEY

Example: Cadets Who Need Accommodations

Scenario	Wrong Mentality	Potential Accommodations
Group I Simple Accommodations		
<p>(1) Broken Arm</p> <p>A cadet broke her right arm and her cast extends above the elbow. She obviously cannot do push-ups or render a normal salute for the next 8 weeks.</p>	<p>Because she can't do push-ups, she fails the CPFT and won't earn promotions.</p> <p>Because she can't render salutes, she should not be in uniform.</p>	<p>For fitness, assign her to Category II and temporarily waive her from the push-up event, until her doctor clears her for full participation.</p> <p>For saluting, teach her the guidon bearer's hand salute (which uses the left arm), and allow her to keep her right sleeve rolled-up.</p>
<p>(2) Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>A cadet's ADHD makes it difficult for her to do well on written tests, especially if there's a time limit involved.</p>	<p>Fairness requires us to apply the standard testing rule equally to all cadets, so this cadet just needs to conquer her ADHD if she wants to pass.</p>	<p>Ask her how does she complete written tests at school. Ask the family if she has an IEP, and what does it say?</p> <p>E.g.: Administer the test in segments. Do one-half of the test, take a break, then proctor the other half.</p>
<p>(3) Social Anxiety Disorder</p> <p>A newcomer has a significant anxiety disorder, for which he is being treated. He wants to join and become a cadet, but worries about the squadron's practice of calling on cadets to share aerospace current events and do impromptu speaking.</p>	<p>Fairness requires us to apply the impromptu speaking rules equally to all cadets.</p> <p>Being a cadet means learning to overcome your fears.</p> <p>This cadet will need to "man up" or stay home.</p>	<p>Because the cadet is under treatment, ask the family to discuss impromptu speaking assignments with the doctor / counselor.</p> <p>Until the doctor / counselor provides guidance, arrange for the cadet to not be called upon, and be discreet about this.</p> <p>Support the cadet's treatment plan, but realize that it may be some time before the cadet participates in impromptu speaking or other high-intensity social environments.</p>
Group II Moderate Accommodations		
<p>(4) Limited Diet</p> <p>An active, successful cadet wants to attend encampment, but due to medical issues, she has a limited diet. It's unlikely that the "normal" offerings at the military dining facility will suffice.</p>	<p>We have no control over the menu or personnel at the military dining facility.</p> <p>Every cadet has an equal opportunity to eat what is offered; if this cadet refuses, that's her choice, and not the encampment's problem.</p>	<p>At least ask the dining facility manager for the menu in advance, and let the family review it to see how many meals are agreeable and how many would need substitutions.</p> <p>Together with the parent, ask the dining facility manager if accommodations can be made for the meals in question.</p> <p>Consider allowing the family to provide the special food for the cadet. E.g.: Store it in a mini-fridge and microwave it as needed.</p>

(5) Participation on the Sabbath

Your encampment begins at noon on a Saturday, but a Seventh Day Adventist family requests permission for their cadet to arrive after sunset on Saturday (roughly 6 hours later than normal) due to their observance of the Sabbath.

The Saturday morning arrival window applies equally to all cadets, so we're not being unfair by denying the request.

The first few hours at encampment are so important; we can't afford to have the cadet miss this important time.

The staff is busy on arrival day. A late arrival would be a real hassle.

With advance notice, we can accommodate a late arrival, and in this case, it is for a reason protected by our non-discrimination policy.

Likewise, with advance notice to the flight commander and training officer, we can get the cadet up to speed on whatever training he missed during those 6 hours.

A cadet's late arrival creates a nice leadership challenge for the flight staff.

(6) Group Showers

A devout family is concerned for their cadet's modesty in a communal shower setting where public nudity is virtually unavoidable.

We have no control over the types of shower facilities available to us.

Lots of cadets feel awkward about group showers, but good hygiene is non-negotiable.

We can't let this cadet shower after lights-out, or else he'll fail to get the mandatory minimum number of hours for sleep.

With advance notice, we can grant special permission for the cadet to shower privately just after lights-out.

The family should be made to realize that the other cadets will inevitably become aware of the special arrangement, no matter how discreet we are.

Advise the family that the time available for sleep will be slightly curtailed.

Group III Complex Accommodations

(7) Blindness

A newcomer is blind and wants to join CAP. He will not be able to drill as a member of the flight, he cannot read from a hard copy textbook, and will likely encounter lots of practical challenges in cadet life, especially during overnight activities.

We have an obligation to help all cadets equally, and a blind cadet will demand more time and attention than normal, so his participation will be unfair to the other cadets.

If the cadet can't drill in the flight, there's no way he can earn C/Amn, so there's no point in him joining.

For textbook study and written tests, special software may be available, or the cadet could use an amanuensis (reader).

In drill, the cadet can learn to march in place (mark time) and call commands accordingly, if not march within the flight.

Although the cadet might be restricted from some aspects of cadet life, through ongoing dialogue between the family and the local leaders, it may be possible to discover creative ways for the cadet to not only participate in CAP, but to thrive.

Local leaders should contact National Headquarters and ask if they know of other blind youth who have become cadets. Perhaps NHQ can connect the family with peers who can share best practices.

(8) Paralysis

A cadet is paralyzed below the neck. She relies upon a wheelchair and requires a high degree of assistance in her daily life. She loves learning about space and read about CAP's model rocketry program.

We're simply not the right program for someone who has such intensive needs.

Unfortunately, someone who is paralyzed is simply not able to participate in the Cadet Program.

Although an extreme situation, the goal remains maximum participation in the least restrictive environment possible.

While CAP volunteers are not trained in supporting intensive special needs, a parent or caregiver could join CAP as a Cadet Sponsor Member.

From the beginning, the cadet can participate in CAP by wearing the uniform, attending meetings, listening to classes, contributing to group discussions, observing and critiquing drill and ceremonies, cheering cadets during fitness events, and generally contributing to the squadron.

Access to buildings would have to be worked-out as situations arise.

Local leaders should contact National Headquarters and ask if they know of other paralyzed youth who have become cadets. Perhaps NHQ can connect the family with peers who can share best practices.

LEADERSHIP FEEDBACK

Sample CAPF 60-92 for "Dylan"

CADET LEADERSHIP FEEDBACK - PHASE II

CADET'S NAME: **Sanchez, Dylan** CAP GRADE: **C/MSgt** INCLUSIVE DATES OF REVIEW: **Dec 2020. – Feb. 2021**

For instructions, see reverse

CATEGORY	PERFORMANCE GOALS	NEEDS IMPROVEMENT	SATISFACTORY	VERY GOOD	EXCELLENT
1. ATTITUDE	Maintains a positive attitude and encourages good attitudes in others; does not flaunt rank or authority	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. CORE VALUES	Displays a commitment to the Core Values; promotes team spirit, professionalism, and good sportsmanship as a team leader	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. COMMUNICATION SKILLS	Proficient in informal public speaking (ie: in giving directions to and training junior cadets)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. SENSE OF RESPONSIBILITY	Enforces standards; trustworthy in supervising a small team and leading them in fulfillment of a series of simple tasks; given a plan, is able to carry it out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. INTER-PERSONAL SKILLS	Guides and coaches junior cadets; recognizes when junior cadets need help; leads by example; is not a "boss"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CADET'S PERSPECTIVES

The cadet described why they are proud of the following successes in the Cadet Program:

The cadet described how they plan to improve their leadership skills in the following areas:

LEADER'S PERSPECTIVES

The leader described why they are proud of the cadet for the following successes in the Cadet Program:

1. Superb uniform. You clearly put a lot of effort into you uniform and try hard in all you do. Your work ethic which tells us you have tremendous potential.
2. You take your flight sergeant job seriously and watch how the flight performs in drill, uniforms, customs & courtesies, etc.
3. You are very enthusiastic, committed to the CAP program and eager to take on more responsibility

The leader described how the cadet can improve their leadership skills in the following areas:

1. You've been telling the flight, "I demand you meet the standards." They've mostly ignored your demands. Are there other ways to influence people? This is an opportunity to utilize transformation leadership. Watch C/1st Mitchell.
2. Try using a softer approach in enforcing standards. Catch people doing things right during inspections. Encourage and teach much more than you reprimand on the drill field. Watch how C/MSgt Eaker Handles drill and inspection.

PROMOTION APPROVED SUSTAINED IN GRADE DATE OF NEXT REVIEW, IF SUSTAINED IN GRADE (WITHIN 6 WEEKS): **28 March 2021**

EVALUATOR'S SIGNATURE & TITLE: *Neil Armstrong, C/Capt, Cadet Commander* CADET'S SIGNATURE & DATE: *Dylan Sanchez, 26 Feb 2021*

CAPF 60-92 February 2018 Previous editions may be used

The high ratings in "Responsibility" and "Core Values" above are supported in the comments here.

Comments here point back to the rating in "Interpersonal Skills" and the performance goals of that category.

When retaining a cadet in grade, it important to provide comments that have enough detail so the cadet can understand what they can do to improve in that area. These written comments should be expanded upon during the in-person feedback meeting.

This cadet is being retained in grade. The evaluator / mentor should state that fact at the beginning of the feedback meeting. Such an approach allows the cadet to focus on the mentor's comments, vs. wondering if they are getting promoted or not.

This young cadet is still learning how to make the adjustments from a Phase I airman to a Phase II NCO. Perhaps he'll be very upset a being retained in grade now, but later he'll look back at this moment and see it as a good thing. Cadets do not want to merely collect ribbons; they want to become capable leaders.

Assure the cadet that they won't be held back indefinitely, and that we will revisit these points.



2.3 PROGRESSIVE DISCIPLINE
 INTERMEDIATE COURSE
SCENARIOS

Example of How a Unit May handle the Specific Scenarios

Scenario	Questions	Leadership Expectations or Core Values not being met	What is the lesson to be learned?	Interventions
C/Capt is seen wearing a Life Saving Ribbon that she hasn't earned.	Why are you wearing this? What did you hope to gain from this? <u>Determine:</u> Was this deliberate cheating? Was this a mistake? Has she actually earned it but just not gone through the proper channels?	<ul style="list-style-type: none"> • Honor • Integrity 	Integrity	<ul style="list-style-type: none"> • Conversation with cadet • Interview 2 people who earned the Life Saving Ribbon and summary conversation to discuss her actions vs the people that earned them • Remove ribbon
C/CC, C/Maj doesn't provide a training schedule, despite reminders. This is the second time.	Why is this not completed? What is holding you up from getting this done? <u>Determine:</u> Was this irresponsibility or extenuating circumstances with poor communication	<ul style="list-style-type: none"> • Self-starter • Completes projects with little supervision • Sets goals for the unit 	Responsibility, accountability: Her actions affect others How to get this done in a timely fashion	<ul style="list-style-type: none"> • Conversation with cadet • Conversation with C/DCs & C/CC about how this is affecting the unit • Provides supports. Schedule will be worked on jointly with an assigned mentor; mentor on time management, communication or other lacking skills • CAPF 60-94 meeting to develop a plan of action for improving performance; Correlate this to a failure in meeting Leadership Expectations • Promotions withheld until cadet meets leadership expectations

Scenario	Questions	Leadership Expectations or Core Values not being met	What is the lesson to be learned?	Interventions
<p>14-year-old male C/A1C arrives one day with a trendy asymmetrical haircut with some blue streaks.</p>	<p>Why did you cut your hair in this fashion? Did you know this was not regulation? Determine: Do they have the means to get it into regulation?</p>	<ul style="list-style-type: none"> Proper uniform wear 	<p>Professionalism & proper uniform wear</p>	<ul style="list-style-type: none"> Conversation with cadet, possibly via cadet staff Mentoring discussion on uniform/hair; refer to the CAPR 39-1 Set expectations, and an action plan; Give enough time to realistically meet expectations Ensure he has proper tools knowledge to meet expectations <ul style="list-style-type: none"> May involve a parent meeting, since they have to pay for the haircut Delayed promotion – Must meet uniform Leadership Expectations
<p>C/SrA has been grabbing other cadets' hands and twisting them, until the shout "Mercy" in pain. He has been asked to stop a few times, and given a verbal warning. He claims, "It's just a game". The other cadets are tired of his behavior and its causing arguments. The other cadets are beginning to shove and hit him to get him to stop.</p>	<p>What's going on? Why does he continue to do this? Why do you continue to disrespect your fellow cadets? What has someone done to cause you to treat them this way? What did you hope to gain from this?</p>	<ul style="list-style-type: none"> Team oriented Follows directions Core Value: Respect 	<p>Respecting others and being a positive part of the team</p>	<ul style="list-style-type: none"> Soft and a lower-level moderate interventions have not worked; move into tougher moderate interventions Written warning and exclusion from the upcoming bivouac, which the cadet was planning to attend <ul style="list-style-type: none"> If a cadet can't respect his peers at the meeting, how can he be trusted in a higher-risk environment such as a bivouac Requires informing the parent verbally CAPF 60-91 to review Leadership Expectations and develop an action plan <ul style="list-style-type: none"> Try to deduct the real underlying cause of this behavior. Likely it has to do with relationships with the other cadets, not feeling included, etc. Changes in behavior management and conflict resolution don't happen overnight; but cadet must be making an effort.

Scenario	Questions	Leadership Expectations or Core Values not being met	What is the lesson to be learned?	Interventions
<p>A 15-year-old flight commander (2nd Lt) sends a sexual photo of another cadet to a couple cadets in her flight. The photo was of a cadet in her underwear, which she took on the in the changing area at a squadron activity. The cadet posed for the photo as a joke.</p>	<p>What did you hope to gain from this? Separate conversations with the cadets involved <u>Determine:</u> Is this a one-off incident or a larger situation? Purposeful bullying?</p>	<ul style="list-style-type: none"> Core Values: Respect, Integrity Exercises good judgment Fair, just, and consistent in dealing with subordinates 	<ul style="list-style-type: none"> Responsibility Accountability Appropriate conduct 	<ul style="list-style-type: none"> Acute incident prohibited by CAPR 60-2, 2.4.3 & 1.4.5.1 Requires a Heavy Intervention This was a first-time, one-off offense, and the photo was mild in sexuality, the cadet will lose her staff position, and be demoted 1 grade CAPF 60-93 meeting to create a plan to regain her grade, and earn trust & respect back from the team; to reestablish integrity Cadet's parent will be called during the meeting, and informed in writing afterwards (CAPR 60-1, 3.5.3) Memo into cadet's file All parents of cadets involved must be notified. <ul style="list-style-type: none"> Parent of the cadets whose photo was taken, as well as who it was sent to Photos deleted from everyone's phone; talk with squadron about integrity and not passing the photo on.
<p>A 17-year-old C/Maj (C/DC) brought an e-cigarette to the bivouac and allowed cadet staff to try vaping.</p>	<p>Separate conversations with the cadets involved <u>Determine:</u> Exactly what happened: peer pressure, bullying, who's products were used, how were products acquired, etc.</p>	<ul style="list-style-type: none"> Core Values: Respect, Integrity Exercises good judgment Fair, just, and consistent in dealing with subordinates Makes sound decisions 	<ul style="list-style-type: none"> Responsibility Accountability Appropriate conduct Role modeling 	<ul style="list-style-type: none"> Misconduct prohibited by CAPR 60-2 2.3.1 No bullying took place and behavior was self-directed Verbally inform parents. Moderate intervention Confiscated contraband Sustain in grade for 1 promotion cycle, miss the next activity that he was planning to attend