

Scenario-1: Pack up camp

Coping with Inattentive & Impulsive behavior, Strengthening Executive Function

Narration:

SPL: "Circle up!" The troop circles up at the flagpole. SPL: "Sign's up!" Margaret is fidgeting and squirming. SPL: "We've had a great week at summer camp. Now it's time to leave." Margaret pokes the boys next to her, then wanders to the back of the circle. SPL: "Pack up your gear and form a pack line by the flagpole."

Margaret's PL subsequently tells the SPL that Margaret is dawdling by her tent and not packing up her gear.

Attached pages are Immediate and Long Term Intervention and Strategy Ideas that trainers might mention after participants have finished listing theirs.

Scenario-1: Pack up camp

Immediate Interventions at Circle-up for Inattentive & Impulsive behavior

Have the trainees come up with as many immediate responses as they can, and record them on a laptop document.

Those responses could include:

- Make sure the group is listening before beginning
- Include group physical activity in the presentation
- Present the material in a fun skit
- Move around the group
- Use changes in pitch and volume
- Use visual aids
- Touch Margaret's shoulder during the presentation
- Use Margaret's name during the presentation
- Have more than one presenter talk
- Use "chunking" to break the meeting into smaller segments
- Allow Margaret to wander outside the circle

Scenario-1: Pack up camp

Long Term Strategies for Inattentive & Impulsive behavior

Have the trainees may come up as many longer-term responses as they can, and record them on a laptop document.

Those responses could include:

- Check for an ADHD or other SND challenge with parents
- Review medications and compliance
- If there is already a system that the family home or school use to help the Scout manage behavior, use the same system within the Scouting program
- Learn what triggers difficult behavior
- Monitor the tone of the group and the interactions of individual Scouts
- Give advance explanation for activities. Explain the overall goals, sequence of events, timetables, and give clear expectations
- Review directions with the Scout and his buddy. Encourage the Scout to repeat or restate the directions back to you.
- Mark off on a list or chart to visually show personal progress, even on small-scale multi-step tasks
- Use a buffer activity like a water break, bathroom break, washing hands, or a quick game to divide larger activities at a transition
- Plan in advance to have some things available for Scouts during unstructured time

Scenario-1: Pack up camp

Long Term Strategies for Inattentive & Impulsive behavior (cont)

- Be on the lookout to give genuine compliments, even for small things (TRUE FOR EVERYONE)
- Ignore minor inappropriate behaviors that are not disruptive or dangerous (TRUE FOR EVERYONE)
- Make a plan with the Scout to discreetly communicate that you are getting concerned about a behavior before it becomes a problem. This gives the Scout a way to self-regulate and develop self-control without being called out in front of the group
- Develop an understanding that the Scout is allowed to break off from the activity for a while to regroup (self-removal) or is allowed to do a subtle physical activity, like pace in the back of the room
- Use a discreet fidget too
- Model and teach youth leadership these techniques

Scenario-1: Pack up camp

Immediate Interventions During Packing Up - Executive Function Support

Have the trainees come up with as many immediate responses as they can, and record them on a laptop document.

Those responses could include:

- Ask for the assistance of another youth or adult leader
- Delegate to the APL oversight of the rest of the patrol
- Gently find out where Margaret is “coming from”
- Check with Margaret to see if instructions understood
- Break the task into smaller pieces
- Praise partial completion
- Set times for task completion, and praise when there is time remaining
- Show Margaret “hands on” how to pack up
- Take short hydration breaks every 3 to 5 minutes
- Tell Margaret to pat herself on the back as she completes a task
- Ask Margaret to imagine her patrol as proud of her for packing up on time

Scenario-1: Pack up camp

Long Term Strategies - Executive Function Support

Have the trainees may come up as many long-term responses as they can, and record them on a laptop document.

Those responses could include:

- Check for an ADHD or other SND challenges with parents
- Review medications and compliance
- Write it Down – Encourage the Scout to use signs, lists, note cards, journals, charts and checklists – anything that makes information visual helps to build memory skills
- Help scouts understand what went right, what went wrong, why

Teach the components of executive function to scouts, and strategizing how to strengthen them:

- Self-awareness – knowing your feelings, thoughts, and actions; also recognizing how others see you
- Self-restraint – controlling one’s self-directed attention and impulsivity
- Holding thoughts to guide memory
- Planning and problem solving
- Retaining directions and sequences
- Awareness and regulation of emotions
- Self-motivation

Scenario 2: The Poker Game

Social Frustration, Meltdown & Elopement/Autism

Narration:

The scouts are sitting around the picnic table at summer camp playing poker (for chips, not for real money.) Gerson, one of the younger scouts, is having a hard time. He doesn't know the rules well, and always loses. He doesn't understand creating a false impression about a poker hand. Isn't it wrong to lie? He continuously tries to talk about his collection of Pokemon cards, but the other scouts are not interested. They draw away from him because he talks too loud and gets too close to them. Finally his pile of chips is wiped out, and one of the other scouts laughs at him, telling him that he is a terrible poker player. Gerson whips off his glasses, flings them into the woods, and storms off, crying.

Attached pages are Immediate and Long Term Intervention and Strategy Ideas that trainers might mention after participants have finished listing theirs.

Scenario 2: The Poker Game

Immediate Interventions

Have the trainees come up with as many immediate responses as they can, and record them on a laptop document.

Those responses could include:

- Make sure Gerson is supervised as he elopes
- Disband the poker game
- Ask the other scouts individually how it would look for them to follow to the Scout law “A scout is Kind.” Ask them what kind of commitment they will make concerning Gerson
- Assign Peer Buddy(ies) - Have a talk w/ Scout leaders to determine who can support Gerson on the remainder of the outing - this can look like accompanying him on his preferred activities or inviting him to join them on theirs
- Check in w/ Gerson after he’s calm to “unpack” what happened.
This is to hear what he has to say, not to remedy his perception of it.

Find out what some good solutions could be based on what he shares & confirm w/ him and then the other Scouts. Among some could be:

- No more Poker on this outing
- When Poker is played, ea. opponent has a peer sitting by & supporting
- Lay out new rules for sportsmanship

Scenario 2: The Poker Game

Immediate Interventions (cont)

- Ask Scout leaders to incorporate some new games that are less competitive for the remainder of this outing
- Work w/ Gerson to find out what he would like to do and have other Scouts join him

Scenario 2: The Poker Game

Longer-term strategies

Have the trainees may come up as many longer-term responses as they can, and record them on a laptop document.

Those responses could include:

- Find out from parents what the common triggers are, and strategies used for self-removal when stressed. Talk to Gerson about these strategies & support him in using them when necessary
- Create a calming area or “Tranquility Base” in order to minimize Gerson’s need to flee away from camp
- Give parents advance notice of activities, so they can decline any that are too likely to be stressful
- Develop & announce explicit rules for sportsmanship in all games (Scout leaders can develop so that there is buy in)
- Have Scout leader/Game Master monitor games w/ adult leader doing so on the fly

Note: *Game Master s/b trained for watching out for Scouts having fun and being included.*

- Assign Gerson an understanding, informed buddy who can explain social interaction rules, and stick up for him

Scenario 2: The Poker Game

Longer-term strategies (cont)

- Have a training for youth leaders on bullying & inclusion (do not use this to single out any one Scout - it can be stigmatizing and backfire.)
- Have a training for youth leaders on how to intervene or be an “upstander” when there is cruelty or poor sportsmanship
- Check in w/ Gerson’s parents about what rules for social interactions he knows or uses
- Work w/ parents so that they can practice and prepare Gerson on troop rules & culture ahead of time for what’s expected