

Goals for this Presentation:

This workshop will address:

- 1. The rationale for focusing on the mental health of our Scouts**
 - 2. Warning Signs and Risk Factors**
 - 3. Building and strengthening our relationships with Scouts**
 - 4. Plans for what we do when we identify a Scout has a mental health need.**
-

Mental Health Statistics

- ★ 20% of youth ages 13-18 live with a mental health condition
- ★ 11% of youth have a mood disorder
- ★ 10% of youth have a behavioral or conduct disorder
- ★ Up to 8% of youth have an anxiety disorder
- ★ Suicide is the 3rd leading cause of death in youth ages 10-24
 - There have been 436 suicides for children aged 10-14 in 2016
 - From 1999-2015 1309 (ages 5-12) committed suicide

Signs and Symptoms of Mental Health Concern- What?

- ★ Loss of appetite
- ★ Sudden changes in sleep habits
- ★ Excessive fears and worries
- ★ Extreme hyperactivity
- ★ Sudden decrease in scouting performance
- ★ Loss of interest in friends or favorite activities
- ★ Boredom
- ★ Somatic Symptoms
 - What to do- Proceed carefully

Signs of Stress in Children

Preschool

- Excessive tantrum behavior - screaming; crying
- Poor appetite
- Separation anxiety that does not subside
- Nightmares

Elementary

- Poor focus
- Anxious or fearful
- Difficulty sleeping
- Increased need for attention
- Somatic Complaints

Middle and High School

- Depression/Loneliness
- Self Harm/ High Risk behaviors
- Sexual Behaviors
- Substance abuse



Risk Factors- Why? Emotional Backpack

- ★ **Changes in family life (Birth, Death, Seperation)**
- ★ **Family History**
- ★ **Traumatic event**
- ★ **Lack of support system**
- ★ **Abuse/ Neglect - Mandated Reporter**

Precipitating Factors

- ★ Factors that influence behavior.
- ★ When you understand precipitating factors, it can help you to
 - Depersonalize situations by recognizing that you are seldom the antecedent to the situation
 - You can avoid becoming a precipitating factor yourself by addressing situations proactively.
- ★ We as leaders have no control over this situation but we do have control over how we react to and support Scouts

BE KIND

*for everyone you meet is
fighting a hard battle.*



PLATO

Our goal is to make our meetings a safe and comfortable environment for all.

How can we do this?...

Being Supportive

How should we respond to anxiety, anger, frustration, and/or sadness?

By utilizing a supportive approach

An empathic, nonjudgmental approach attempting to alleviate anxiety

What does a supportive approach look like?

In order to be supportive we must be self-aware.

What are our non-verbals, and paraverbals indicating to our Scouts?

Personal space (Proxemics)

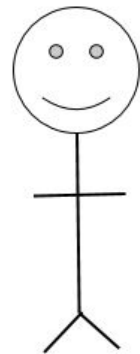
Body Language (Kinesics)

Communication with Physical Reinforcement (Haptics)

Social

Personal

Intimate



Body Language (Kinesics)

- ★ Includes posture, gestures, stance and movement.
- ★ Body language can escalate or de-escalate behavior depending on how that body language is perceived by the Scout.



Communication Through Physical Reinforcement (Haptics)

- ★ Touch as non-verbal communication
- ★ Includes handshakes, high fives, and fist pump .
- ★ Level of comfort depends on your Scout.

Paraverbal Communication

- ★ The vocal part of speech, excluding the actual words one uses.
- ★ How you say something- indirect communication
- ★ Three components
 - Tone-quality and pitch (sarcasm, impatience, kindness)
 - Volume- loudness and intensity (shouting, whispering)
 - Cadence- Rhythm and rate of speech.
- ★ Two sentences containing identical words can convey completely different meanings.



★ Strategies to Foster a Positive Relationship

- Utilizing verbal interventions to be supportive- use clear and concise language
- Be an empathic listener- Nonjudgmental, undivided attention, listen carefully (focus on feelings and facts), allow silence for reflection, restate and paraphrase
- Build in a game to every meeting
- Scoutmaster minutes
- Open communication with parents

Summary

I hope that this presentation provided more awareness on the topic of mental health and strategies to support our Scouts.



The more knowledge we have on this topic, the more we can be proactive to support all Scouts.

References

South Bend Community scouting Corporation, Special Education Services; Tiered Behavioral Interventions

Indiana University Bloomington, Indiana Resource Center for Autism; Classroom Ideas to Reduce Anxiety

<https://www.healthcentral.com/article/20-classroom-interventions-for-children-with-anxiety-disorders>

<http://worrywisekids.org/node/40>

[Building Positive Relationships with Scouts](http://www.youtube.com/watch?v=VxvXvWShewI) www.youtube.com/watch?v=VxvXvWShewI

[Toxic Stress](http://www.youtube.com/watch?v=M5QjoP6MFS8&t=96s) www.youtube.com/watch?v=M5QjoP6MFS8&t=96s

<https://childmind.org/report/2017-childrens-mental-health-report/>

<https://www.chdi.org/publications/issue-briefs/issue-brief-55-addressing-Scouts-mental-health-needs-stamford/#.WqgGMeJCR80.twitter>

<http://csmh.umaryland.edu/>

<https://childmind.org/our-impact/scouting-based-initiatives/Scout-success-webinar-program/>