
Establish consequences

This should be for all Scouts.

Determine if any accommodations are needed

Tell the Scouts in advance what they will learn.

Provide accommodations of visual, written, and oral instructions, since these help the Scouts to focus and remember the key parts of a learning activity .

Repeat instructions often. Break large tasks into a set of smaller tasks or steps, and monitor for completion of each step.

Make a written list of these steps, and allow the Scout to cross off each step as it is completed.

Try to provide a quiet area with limited distractions.

Create a routine and expectations for each meeting

Establish a clearly defined and posted system of rules and consequences for behavior. People with AD/HD are acutely aware of **fairness**.

A card or a picture may serve as a visual reminder to use the right behavior. An example is "Sign's up".

Accept and praise each boy's best efforts in keeping with the Scout Oath and Law.

Help everyone to understand that while fair means giving everyone what they need, it is not necessarily equal.

Avoid getting into an Argument with a Scout with AD/HD. You will Never Win!!

Teens with AD/HD and other diagnosis, function better if given options. In their chaotic world, they need to feel they are in control of themselves.

NEVER talk down to your Scouts, (with or without a diagnosis).

Please remember these Scouts are individuals, just as every Scout is an individual. They are every bit as capable as other Scouts; they may just need special attention to achieve as every other Scout.

Remember the old Scouting refrain, "Praise in public, Admonish in private".

Why Scouting can be beneficial for Scouts with AD/HD and other Bio-Behavioral Conditions, i.e. OCD/Tourette, other anxiety disorders, Bi-polar and other Affective disorders.

Scouting is a well thought-out, highly structured program that provides a step-by-step sequence of skills for Scouts to master.

Scouting offers Friendship and Adventure using new and changing skills and techniques.

Scouting offers frequent positive recognition, both formally and informally for accomplishments, advancement, and participation.

Values of Scouting promote an atmosphere where Scouts may feel secure enough to take risks and try new skills

Scouting fosters the development of leadership skills and social skills through experience in a supportive environment where Scouts can learn from their successes and failures.

Scouting provides a variety of activities, experiences and challenges. There is the opportunity for each Scout to discover his unique strengths and interests.



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Supporting Scouts with AD/HD and Other Neuro-Biological Diagnosis



A Guide for Parents and
Scout Leaders

Our job as Scout Leaders and Parents of Youth with AD/HD or any Bio-Behavioral Conditions SHOULD be a rewarding job of UNDERSTANDING and TEACHING

Coping with Scouts during a troop or pack meeting can be challenging. When you add attention deficit hyperactivity disorder (AD/HD), challenging doesn't even begin to describe the experience. But with the proper tools and strategies from both parents and leaders, these Scouts can find many of their talents and interests through positive Scouting experiences.

One of the most common problems that children, teens and adults with these neurological disorders is that the way they process information is completely different than what is considered



“normal.” In order to teach all of the youth in our troops, packs, and crews we need to be able to reach all of them.

AD/HD- what is it? When neurotransmitters don't work correctly. Attention Deficit Hyperactivity Disorder (AD/HD) is a condition affecting children and adults that is characterized by problems with attention, impulsivity, and over-activity. Some individuals diagnosed with AD/HD may not be hyperactive or impulsive, but have great difficulty focusing their attention. They may move from one task to another, without completing anything along the way. They get frustrated quickly, lose their temper, blurt out, and/or have trouble waiting their turn. They fidget, forget direction, and/or can disrupt group activities.

*AD/HD often continues into adolescence and adulthood, and can cause a lifetime of frustrated dreams and emotional pain.

* Kids with AD/HD can experience 2-4 years in developmental delay. They tend to be very immature for their age. Even though most people don't outgrow AD/HD, people do learn to adapt and live fulfilling lives. AD/HD is never cured, but by developing their personal strengths, these children can grow up to be fully functional, well-adjusted individuals.

* With effective combinations of medicine, new skills, and emotional support, people with AD/HD can develop ways to control their attention and minimize their disruptive behaviors.

* They may find that by structuring tasks and controlling their environment, they can achieve personal goals.

* They may learn to channel their excess energy into sports and other high energy activities.

* They can identify career options that build on their strengths and abilities.

People with AD/HD have natural talents and abilities that they can draw upon to create fine lives and careers for themselves. In fact, many people with ADHD even feel that their patterns of behavior give them unique, often unrecognized advantages.

* Because of their drive for excitement and stimulation, many become successful in business, sports, construction, and public speaking.

* Because of their ability to think about many things at once, many have won acclaim as artists and inventors.

* Many choose work that gives them freedom to move around and release excess energy. But some find ways to be effective in quieter, more sedentary careers.

What are the Symptoms?: *These Scouts may exhibit one or more of the following: Inattention, Hyperactivity, and Impulsivity. Other disorders can also accompany AD/HD: OCD, Anxiety, Learning disabilities, Bi-Polar Disorder and Aspergers are just a few.*

* These Scouts may appear to be restless, they may do an excessive amount of talking, and it could appear in a super fast speech pattern. They may appear as moody, forgetful, hyper-focused, challenged by multi-step tasks, or have a high level of frustration. These Scouts may appear to be disorganized or careless, and have social interaction challenges.

What can we do as parents?

* If your child has a bio-behavioral condition, **tell your Scout leader.** Discuss with them the strategies that work best, let them know what helps your son focus, what can set your son off, and how to calm him down. All that you share about your Scout will increase the positive experiences they will have.

* **Talk about STRENGTHS and WEAKNESSES.** It is vital to know how the strengths can work for him to cope with his weaknesses. If he is tired, he could have a 'melt down', but he may understand himself and know he may need to self-timeout.

TAKING MEDICATIONS IS IMPORTANT SO PAY ATTENTION, BUT IT'S NOT A CURE-ALL.

* If your Scout takes medication to help him focus at school, it may also help with Scout activities. You may want to discuss this with your physician.

* If your Scout is going on a day, weekend or week-long trip, talk with your Leaders to let them know your son's needs.

There are many things a leader can do to make sure your Scout has an enjoyable and successful experience, as long as they possess the tools to use.

What can we do as Leaders?

* First off, remember, when this trait is present in a youth, it may appear as though they are not paying attention, and it will drive many of us who think 'inside the box' CRAZY! But the reality is, they are paying attention!!

Find out about the specific disability. Knowledge is powerful. Find out about the cognitive/emotional condition from the parents.

Determine inappropriate behaviors as well as what can trigger these behaviors.

Don't make assumptions if they are or are not on medications, and don't use this as excuse for not dealing properly with them!

Find out what is being done at home to address behaviors.

Solicit suggestions from parents and professionals regarding methods to work effectively with the Scout.

Talk to the Scout: These young men know themselves, so with permission from the legal guardian, sit down and talk with the Scout. Most of these youth are willing to talk about their disability and what works for them.