

Module D: Understanding behaviour

Module F: Making Scouting inclusive and accessible.



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Module D Aims:

- Understand different types of behaviour.
- Understand and talk about the causes and triggers of different types of behaviour.
- Describe a number of tools or methods you can use to manage behaviour.
- Explain how you can assist in managing behaviour in the section.
- Explain where you can get further assistance and when to involve adults.

Module F Aims:

- Understand that everybody is different and that everyone is welcome in Scouts.
- Understand your role in contributing to a positive and inclusive environment.
- State a range of additional needs that young people may experience.
- Understand how additional needs may affect participation in the programme.
- Explain how to adapt programmes to meet the needs of young people in the section.
- Know where you can go for further information and advice.



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Behaviours and choices.

Additional needs.

Equality

Diversity

Inclusion

Equalities Act



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**Creating an inclusive
and positive
environment.**

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Inclusive environment

- We want lots of diverse people to be scouts.
- Emotionally we want our young people to know we are there for them, we understand them and our activities that we plan include them.
- Physical environment must not have any barriers.
- In break out rooms, take 10 minutes to think about what the ideal Scout HQ should have and what we should do to help our Scouts emotionally.

Positive environment

- We want our scouts to make good choices.
- Rewarding good choices and speaking positively tells young people what we want to see.
- It prevents challenging situations and can de-escalate others.
- Avoid telling people what not to do: If I say **don't think of a crocodile** then you'll think of a crocodile.
- Try turning these phrases into positives.



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**Don't mess around, why aren't
you tidying up?**

Help tidy up please.



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Don't talk back at me!

Please listen.

One at a time speaking please.



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**Don't even think about running,
I'm watching you!**

Walking inside Scouts.



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You're being very rude.

**We're friendly and considerate
here.**

I don't like those behaviours.



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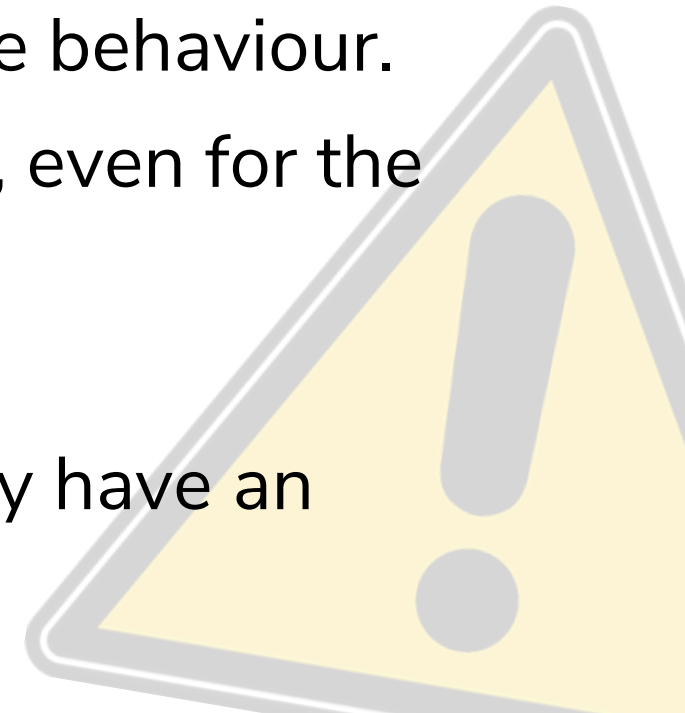
Understanding behaviour



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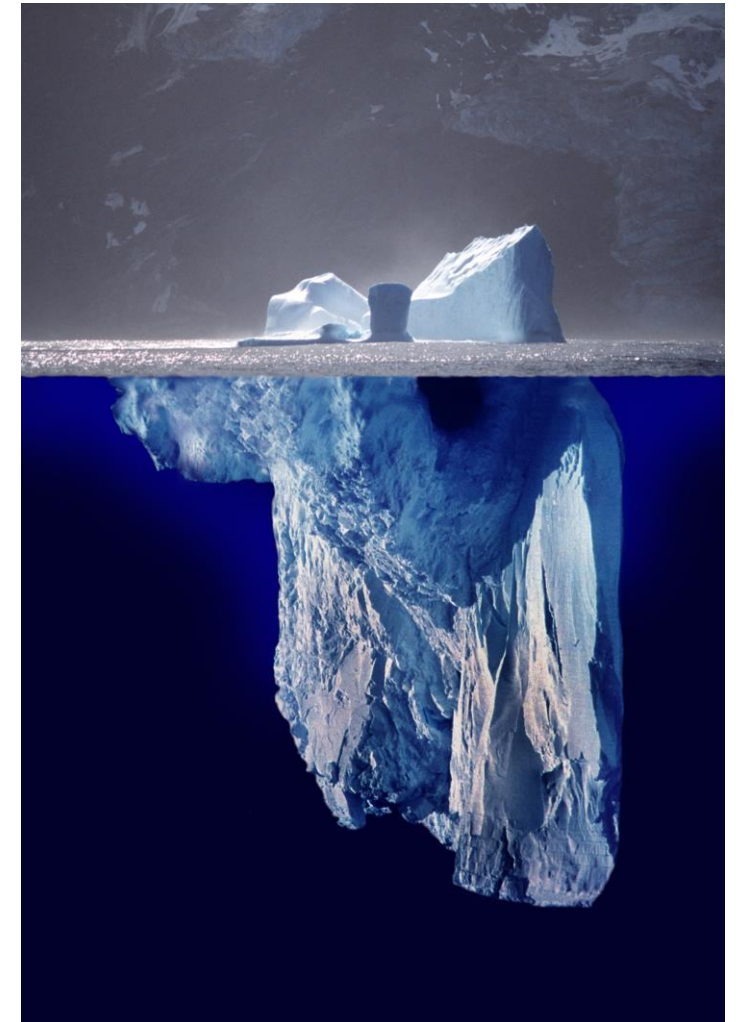
Behaviour overview

- Everyone should be treated equally. Everyone can make positive and negative choices about behaviour.
- Focus on the behaviour, not the young person.
- All volunteers should recognise / reward positive behaviour.
- Responding to challenging behaviour is difficult, even for the most experienced of leaders.
- Behaviour communicates something.
- A sudden or noticeable change in behaviour may have an underlying cause. You may not be aware of it.



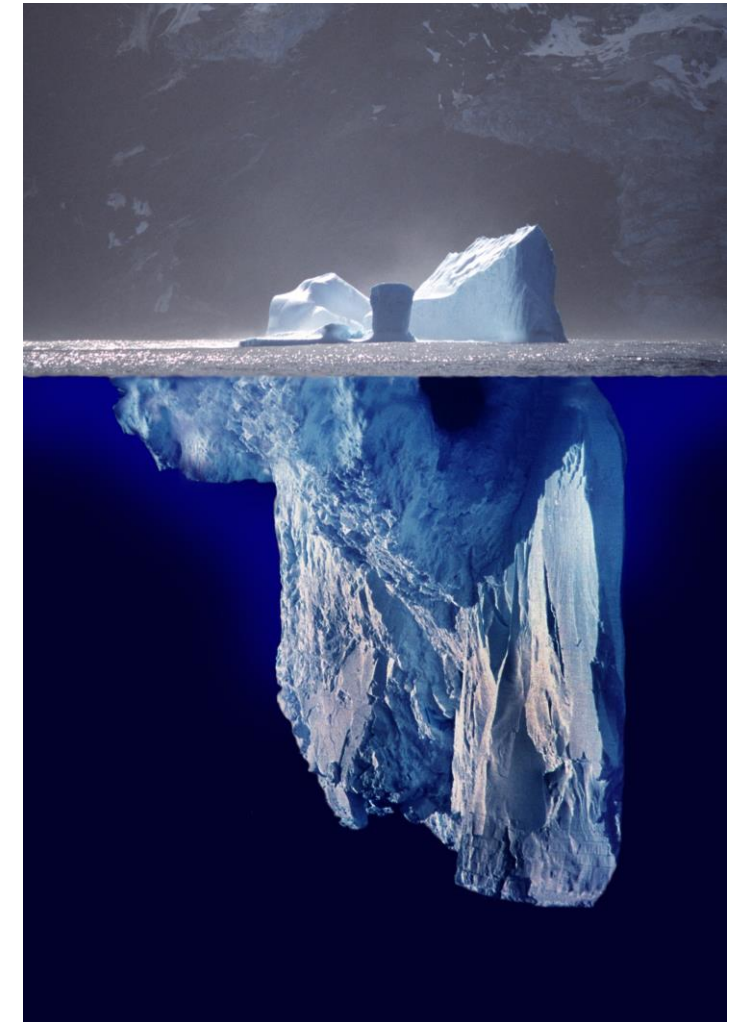
Causes of behaviour

- There is always a reason behind challenging behaviour.
- There may often be more than one.
- ‘Attention seeking’ is not the main reason, look deeper.



Causes of behaviour

- Common reasons include:
 - Boredom
 - Over excitement
 - Enthusiasm
 - Not understanding what is appropriate
 - Not understanding the rules
 - Life outside of scouts
 - Having a bad day/poor mental health
 - Noisy, overwhelming or new environment
 - Friendship troubles



Case Studies

1. Kevin is a nine-year-old Cub Scout. He often gets teary during Six time, and is very reluctant to join in team games.
2. Louise is a seven-year-old Beaver Scout. She is very confident and keen, and finds it difficult to take turns. She always seems to go first at everything, because if she doesn't she becomes very sulky and refuses to join in.

Case Studies

3. Sanjay is a 14-year-old Scout. He has been a Beaver Scout and a Cub Scout. He has always enjoyed Scouting, but recently he has not been keen to join in with any of the Troop activities. He says they are boring or babyish. He is often quite disruptive and has been seen spilling glue and destroying things others have done.
4. Sophia is a six-year-old Beaver Scout. She doesn't seem to join in with activities unless a Leader supports her individually. She rarely finishes what she is doing. Even if she does, it's not really what she was asked to do in the first place. She is often wandering off and getting distracted.

Case Studies

5. James is a 12-year-old Scout. He is often rude, to both Leaders and other Scouts, and picks on other Scouts. When asked a question, he gives a silly or rude answer. It often appears that James is trying to get a reaction from others. When he was in Cub Scouts, there were no issues with James' behaviour.



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Play your part

- Help create the friendly environment
- Be a good role model
- Expectations
- Code of conducts
- Help recognise and reward positive behaviour





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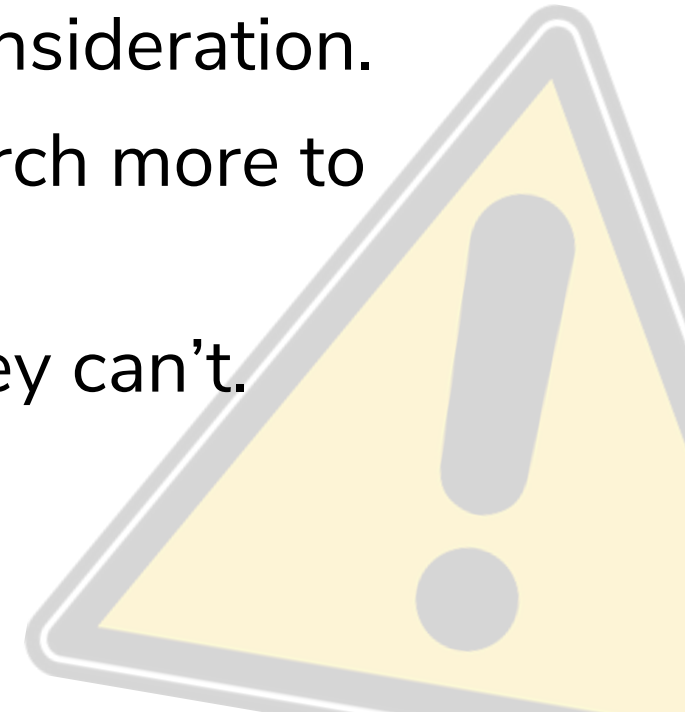


Additional needs.



Scouting for all - disclaimers

- I am massively simplifying this.
- This will look different between young people.
- I am outlining what it might involve as a young person or adult with this might need this adaptation or consideration.
- Ask the young person, ask their parent or research more to find out more.
- Focus on what they can do rather than what they can't.



Scouting for all – additional needs

Cognition and Learning

- Learning difficulties
- Dyslexia
- *Dyscalculia*
- Dyspraxia
- Down Syndrome

Scouting for all – additional needs

Communication and Interaction

- Autism
 - Asperger's Syndrome
 - ASD / ASC
- Pathological Demand Avoidance
- Speech, Language and Communication needs
 - Stammer
- *Tourette Syndrome*
- Need a Visual support

Scouting for all – additional needs

Sensory and Physical needs

- Allergies / Coeliac
- Asthma
- Cerebral Palsy
- Diabetes
- Epilepsy
- Hearing Loss
- Incontinence
- Juvenile arthritis
- Migraine
- Mobility Impairment
 - Broken limbs
 - Spina bifida and Hydrocephalus
 - Muscular dystrophy
- Sensory processing differences and disorder
- Stoma
- Visual Impairment

Scouting for all – additional needs

Social, Emotional and Mental Health

- Anxiety and *Panic disorders*
- *Depressive disorders*
- Eating disorders
- Hyperactivity: ADHD / ADD
- Looked after Children (LAC)
- *Oppositional Defiant Disorder*
- Obsessive Compulsive Disorder (OCD)
- Phobias
- Post Traumatic Stress Disorder (PTSD)

Scouting for all

Individual characteristics

- Literacy skills
- English as an Additional Language (EAL)
- LGBT+
- Gender
- Faiths and beliefs
- Social and economic background
- Vegetarian and Vegan

Making adjustments

- Know your Scouts and their needs.
- Plan ahead to include them.
- Activities that may not be accessible can be adapted or changed to include everyone.

- Time to try this yourself in breakout rooms.

Thinking on your feet

- Sometimes we have to adapt a game quickly to different needs.
- Imagine we're playing a game of north, south, east and west.
- A young person on crutches has now arrived. What could we do to include them? Ideas in the chat.
- A young person who wears hearing aids comes in but has forgotten them. How can we include them?



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Support and where next?

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More support

- These are broad topics – we can't cover every part of them.
- Behaviour advice:
 - Other leaders in your section.
 - Assistant Explorer Scout Leader (Young Leader)
- Bullying advice:
 - NSPCC and Childline
 - Bullying UK
 - National Bullying helpline

More support

- Society websites can provide more information about additional needs e.g. RNIB for blind, Mind for mental health problems.
- Scout website has a lot of resources, information and links.
 - scouts.org.uk/volunteers/inclusion-and-diversity/
 - Scouts website >> Info for volunteers >> Inclusion and Diversity
 - LGBT+ support including from FLAGS Scout Active Support Unit.

More support

- Resources to raise awareness of additional needs in your section:
 - A Million Hands – Community Impact projects; disability, refugees, kindness, mental health
 - Disability Awareness Beaver and Cub activity badges
 - Alternative promises, Makaton promise.
- People you can ask:
 - Other leaders in your group or district
 - ACC Inclusion and Diversity, Lynn Tatavossian

Where next?

- Use what you've learnt – Missions
- More modules coming up.
 - E (Games) and I (Forums and YouShape) – 17th May
 - G (Programme) and H (Programme planning) – 24th May
 - K (First Aid) – 7th June. Extra eLearning required.
- Adult leader training
 - Module 7, Scouting for All, links to Module F
 - Module 15, Promoting Positive Behaviour, links to Module D

Module D: Understanding behaviour

Module F: Making Scouting inclusive and accessible.



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