



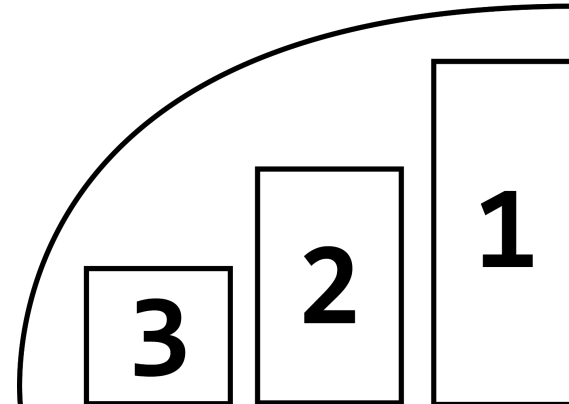
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Promoting mental health in competitive gymnasts- reducing risk- and increasing protective factors

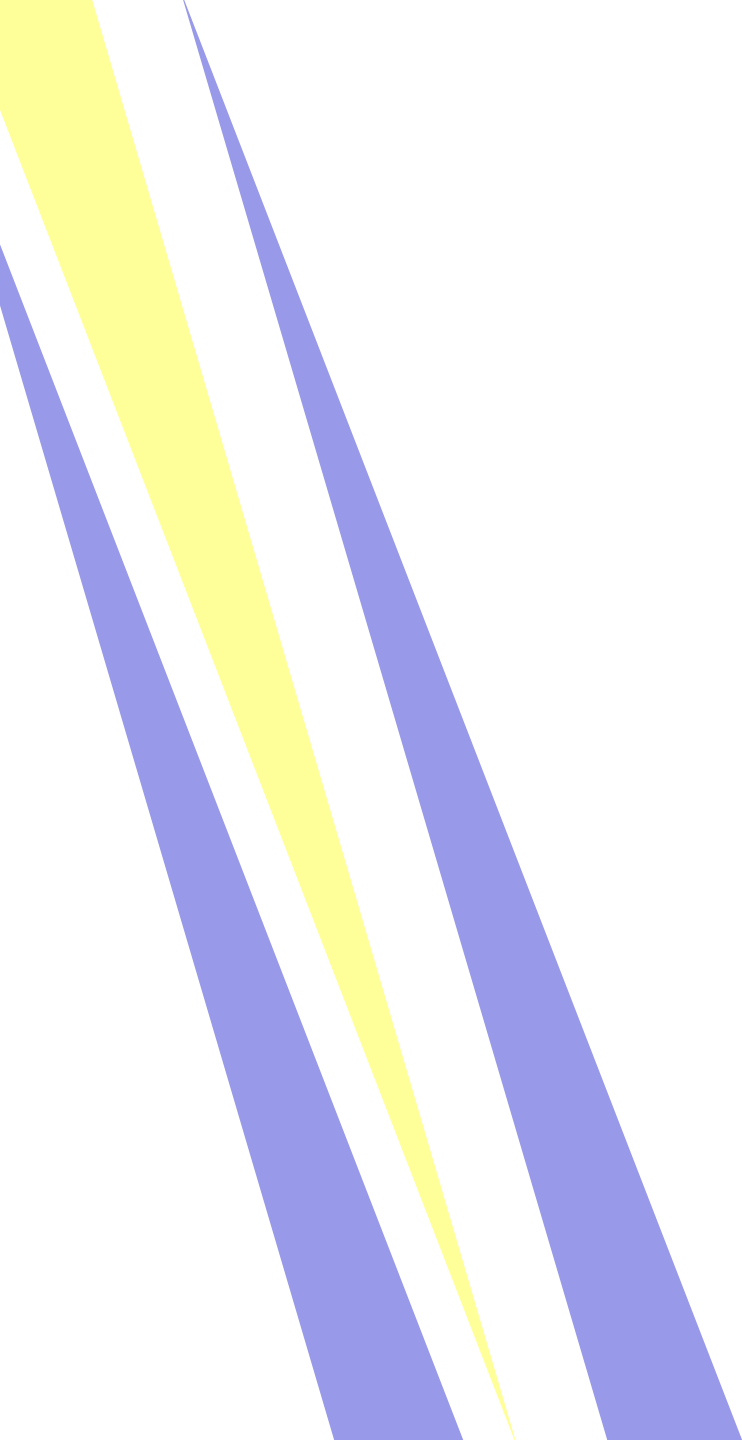
Pia Bodén, Bachelor of Social Work

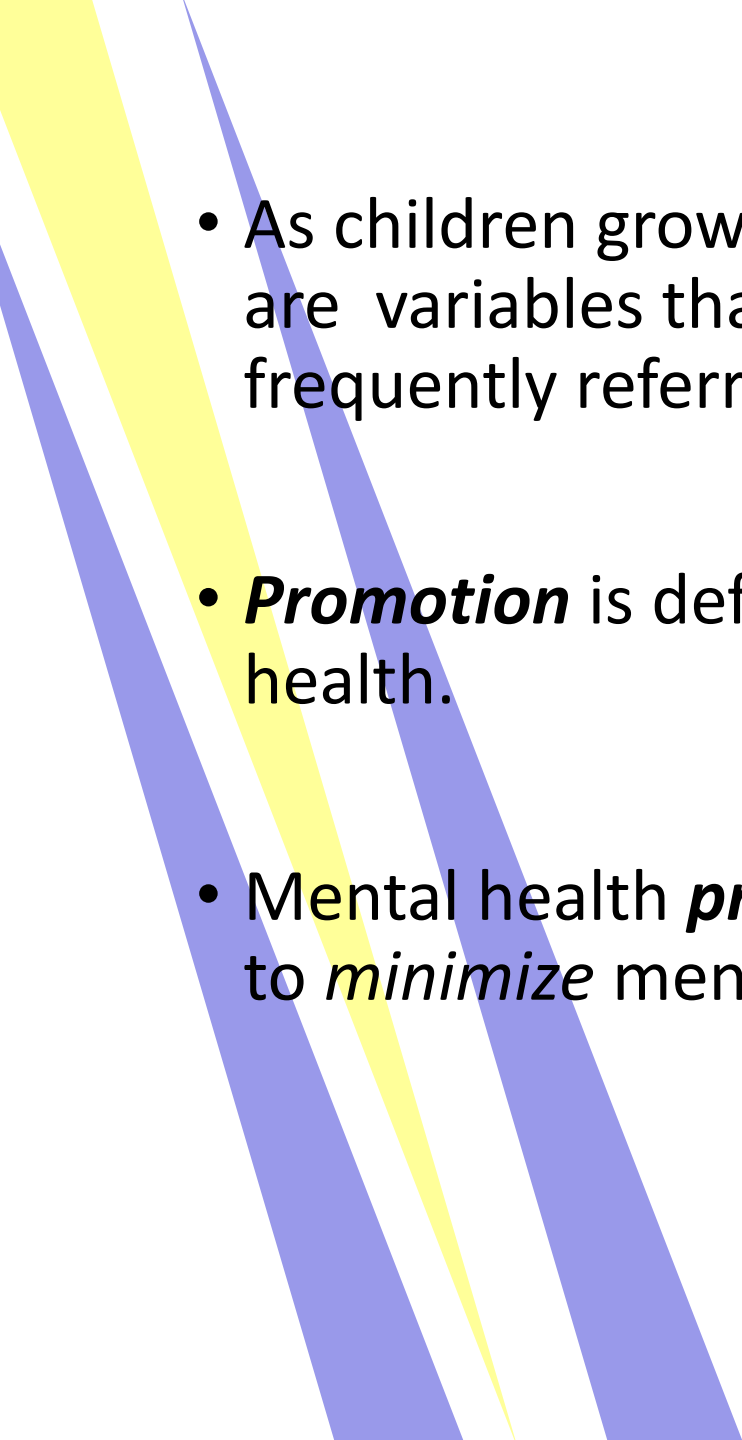
APRIL 25, 09.00-16.00



FROM
SMALL
TO
GREAT

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- **The FROMSTOG context and process**
 - **a developmental perspective on children's mental health**
 - **The risk- and protection factor model**
 - **Prevention and promotion**
 - **Adolescence**
 - **The welfare of young gymnasts is a shared responsibility!**



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- As children grow and reach their developmental competencies. There are variables that promote or hinder the process. These are frequently referred to as ***protective and risk factors***.
 - ***Promotion*** is defined as intervening to *optimize* positive mental health.
 - Mental health ***prevention*** is defined as intervening to *minimize* mental health problems

Protective Factors	Risk Factors
Individual Factors	
<ul style="list-style-type: none"> • A feeling of control over one's life • A sense of cohesion with others • Close relationships with competent adults • Connections to prosocial organizations • Tolerance for delayed gratification • A sense of humor 	<ul style="list-style-type: none"> • Little sense of control over one's life • Poor self-control • Negative emotionality • A need for immediate gratification
Family Factors	
<ul style="list-style-type: none"> • Good parenting skills • Trusting relationships • Well-defined family roles and responsibilities • Opportunities to learn to deal with criticism, rejection and silence 	<ul style="list-style-type: none"> • Parental and sibling drug use • Poor child rearing and socialization practices • Ineffective parental supervision • Family conflict and marital discord • Domestic violence, abuse and neglect
Community Factors	
<ul style="list-style-type: none"> • Participation in school, work and community with a sense of belonging and contributing • A social network of peers • An opportunity to learn to handle challenges 	<ul style="list-style-type: none"> • Limited resources • Low socioeconomic status • Communities that lack the ability or resources to reach out to those in need of assistance

The small sports environment- a social system

- Professor of Social Work Jonas Stier of Mälardalen university has identified 7 risk areas in children's sports environments:
 - Closed and sealed sports environments
 - Relationship between young athletes and coaches
- The goal is to improve coaches, parents and other adults within sports, ability to **detect, understand, change and prevent** unhealthy environments and to promote healthy environment.

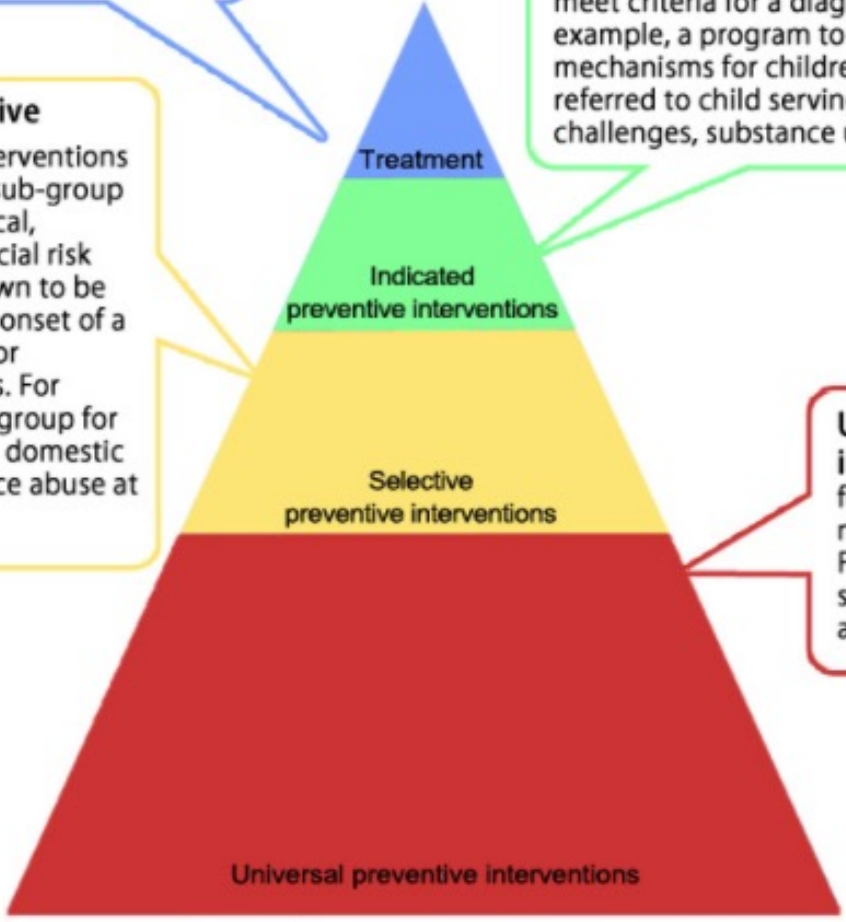
(Stier, J, 2020)

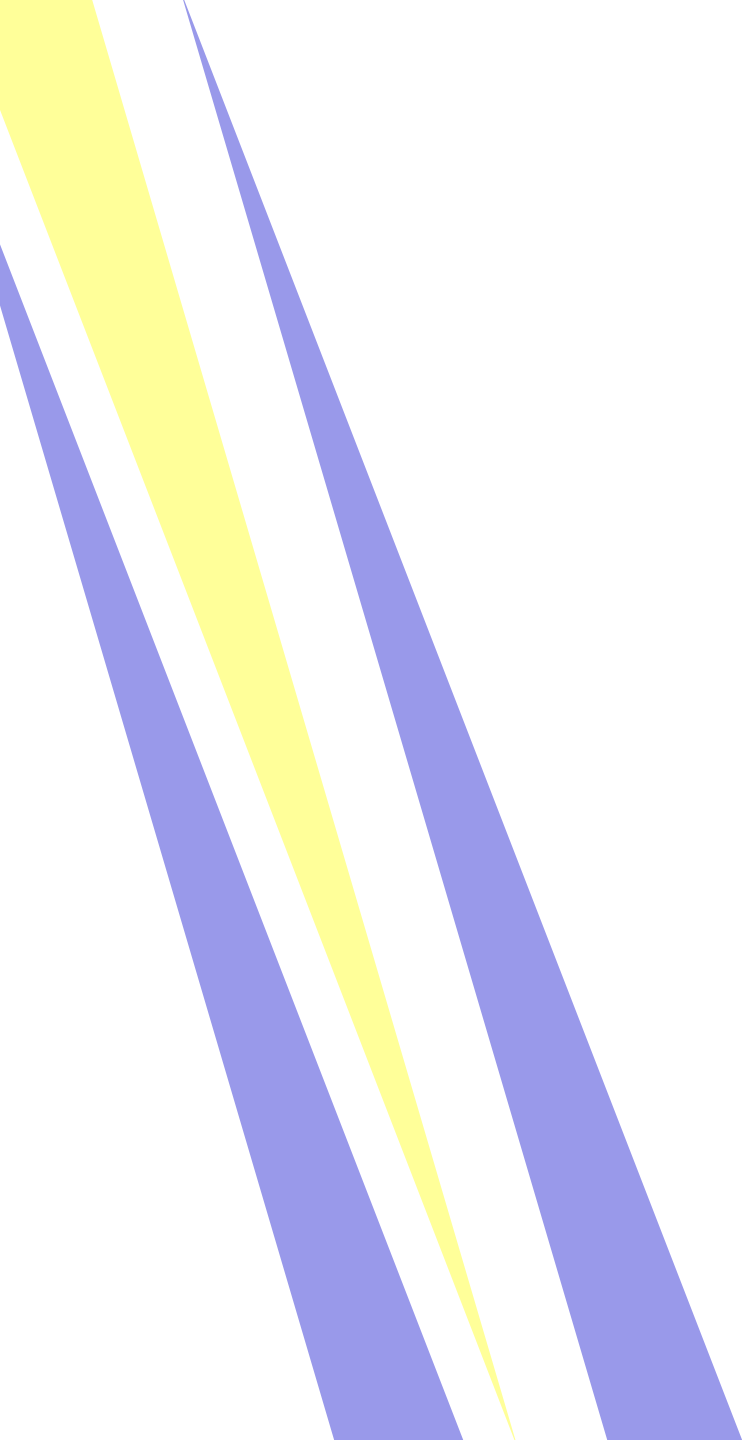
Treatment: Interventions for individuals who currently have a diagnosable disorder that are intended to cure or reduce the symptoms or effects of the disorder. For example, individual/family/group psychotherapy or evidence-based practice for an individual or family that has been diagnosed with a mental health disorder.

Indicated preventive interventions: Interventions for high-risk individuals who are identified as having some detectable signs or symptoms of a mental, emotional, or behavioral disorder, or who have a biological pre-disposition for such a disorder, but who do not meet criteria for a diagnosis at the current time. For example, a program to develop social skills and coping mechanisms for children or youth who have been referred to child serving systems due to behavioral challenges, substance use or truancy.

Selective preventive interventions: Interventions for individuals or a sub-group who exhibit biological, psychological, or social risk factors that are known to be associated with the onset of a mental, emotional, or behavioral disorders. For example, a support group for children exposed to domestic violence or substance abuse at home

Universal preventive interventions: Interventions for the general public that have not been identified to be at risk. For example, a mental health or substance abuse curriculum for all children in the school.







The coach:

“.. even though I was young, he treated me as a mature individual capable of knowing of what was right. He didn’t micromanage what I had for dinner, or when I went to bed. He was a mentor as opposed to an enforcer”

The parents:

“.. They put things into perspective and gave me a sense of worth that was independent from my success as a gymnast, which made a huge difference in how I was able to cope with all the ups and downs of life as a competitive athlete”

Friends:

“After boarding the train in the early afternoon, my teammates and I would chat, joke around, do word puzzles. It was a chance to relax and be children. I remember those times very fondly.”

(a conversation with Tatiana Lysenko, FloGymnastics)

SMART GYMNASTICS IDEAS (all levels)

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|----------------------|----------|-----------------|
| • DEDUCTIVE APPROACH | -VERSUS- | SEASON APPROACH |
| • CUSTOM MADE | -VERSUS- | SYSTEM MADE |
| • TECHNIC WAY | -VERSUS- | PHYSICAL WAY |
| • INTRINSIC | -VERSUS- | EXTRENSIC |
| • ORGANIC | -VERSUS- | MECHANIC |
| • SELF REGULATION | -VERSUS- | INSTRUKTION |
| • INNOVATION | -VERSUS- | TRADITION |

