

How Can Professionals Work With Young People Anxiety and Depression

Gemma Fieldsend

gemma.fieldsend@cwmt.org



Our Vision

Our vision is of a world where people understand and talk openly about depression, where young people know how to maintain wellbeing, and where the most appropriate treatment is available to everyone who needs it.



Aims

Overview of importance of supporting our young people

Explore anxiety and depression

How we can support young people

Useful resources



Why children's mental health is important



1^{IN} 10

children and young people experience a mental health issue at any one time

IN THE PAST YEAR ALMOST

20,000

young people contacted Childline with suicidal thoughts — that's more than double the number five years ago

In an average group of 30 15-year-olds:



7

Seven are likely to have been bullied

1

One could have experienced the death of a parent

10

Ten are likely to have watched their parents separate

6

Six may be self-harming

Public Health England, 2015



Why?

- Around 10% of young people are suffering from a diagnosable mental health disorder. Not only does this mean that a vast number of young people are unhappy they are more likely to struggle with their academic work
- Amongst teenagers, rates of depression and anxiety have doubled in the past 30 years
- 75% of mental health problems originate in adolescence
- But children and young people respond more readily than adults when problems are picked up early and outcomes are good



Mental Health Stigma

“Young people are afraid to admit to having a mental health problem through fear and shame. Many delay getting help as a consequence until something drastic happens.”

www.time-to-change.org.uk/young-people-programme

Children and young people's programme development.

Summary of research and insights



Sufferers are Thinking

- “Nobody listens to me”
- “My parents don’t trust me”
- “My family is ashamed”
- “Everyone nags and criticises”
- “I don’t feel I will ever get better”
- “I feel worthless”
- “I feel guilty”
- “I feel isolated”
- “My only friend is my eating disorder”



Optimal mental health



Poor mental health

The best years of your life?

- Young people have widened opportunities for trying new experiences and gaining new skills
 - Any examples?
- They also contend with a wider range of potential pressures
 - Any examples?
- Young people being the 'online generation' can work both ways

Anxiety

What is anxiety?



How we talk about mental health issues

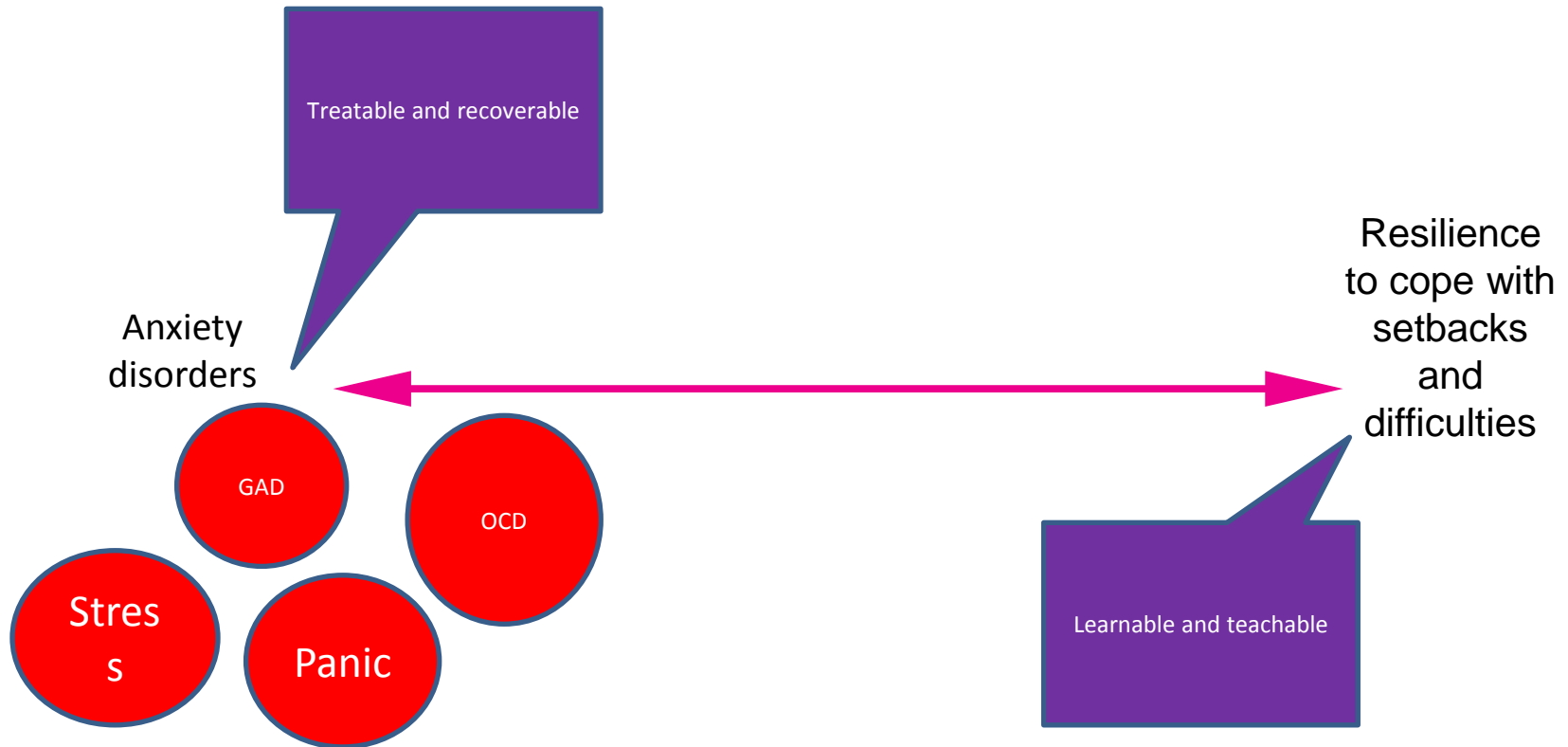
- Do young people 'suffer' from anxiety and stress?
 - Or do they 'experience' it?
 - Is there a difference?
-
- How we frame anxiety, stress and depression in day-to-day conversation influences how we perceive each of them

Anxiety

Karaoke



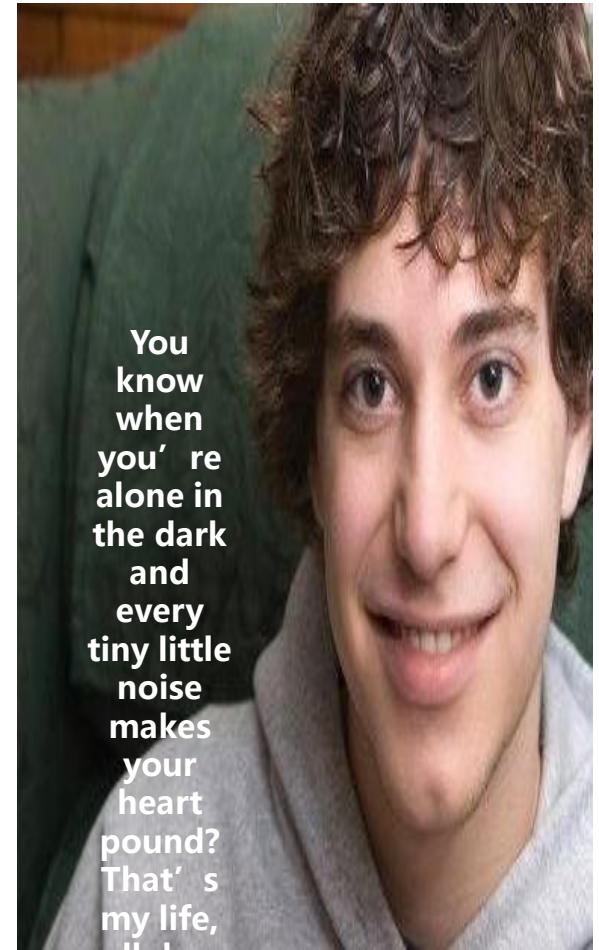
The anxiety continuum



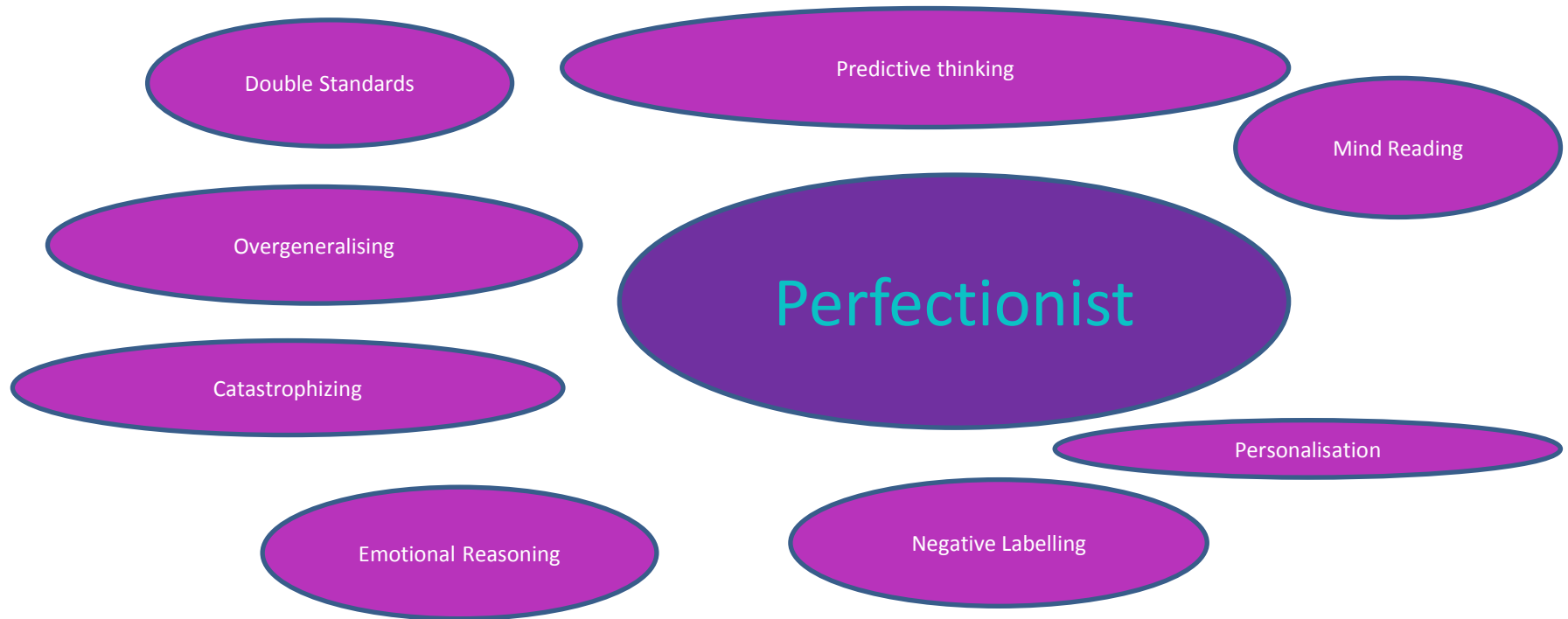
Physical	Cognitive	Behavioral	Emotional
Fatigue	Poor attention/ concentration	Change in activity	Anxiety
Grinding teeth	Nightmares	Loss of appetite	Guilt
Headaches	Blaming others	Alcohol consumption	Irritability
Muscle cramps	Poor problem solving	Withdrawal	Uncertainty

Often there is a reason for feeling anxious

- Facing a difficult exam
- Saying something to someone they may not like
- Having to go somewhere new or do something scary
- Once the unpleasant event is over our bodies return to normal and we usually end up feeling better.... Remember however AVOIDANCE



The Anxious Student's Thinking Styles



Video Clip



Things that help...

- Helping pupils identify when they feel anxious, panic or extreme worry
- Planning for next time
- Identify less destructive things to do
- Write or draw things - then throw them away!
- Worry Monster


Depression



How we talk about mental health issues

- How does society use the term 'depression'?
- Does it describe a temporary change in mood?
- Does it describe a clinical condition?
- Does it matter?

We all feel down at times
These feelings become problematic when...



Feelings
continue for
weeks or
months

Feelings
interfere with
daily life

Low mood; impact

- Difficulty concentrating, loss of interest in work and play. Negative impact on academic studies or over achieving
- School refusal
- Little self confidence
- Being extremely moody and irritable
- Giving up interests and hobbies
- Becoming withdrawn and isolated



Low mood; impact

- Dietary restriction or over eating (eating difficulties)
- Sleeping too much or not sleeping
- Becoming pre occupied with thoughts of death



Things that help...

- Helping pupils identify the ups and downs and if you are worried; ask the child and express concern
- Planning for next time and 'check in'
- Identify less destructive things to do
- Write or draw things - then throw them away!
- Sleep, diet and exercise

How



We cannot always change
a child's circumstances but
we can give them the
tools to cope and thrive.



Things that help...

Diet

Exercise

Sleep

Talking and listening culture



Talking & Listening Culture...

1

Policy

2

Teach & train about it

3

Lead by example

1

Policy



Mental Health and Well-being Policies for Schools & Colleges

Example Policy & Guidance

June 2015

www.cwmt.org.uk

- Is it relevant?
- Is it practical?
- Do people use it?

2

Teach & Train about it

- Teach pupils
- Train staff
- Parent workshops

PSHE
Association

TEACHER GUIDANCE:
PREPARING TO TEACH
ABOUT MENTAL HEALTH
AND EMOTIONAL
WELLBEING

PSHE Association guidance funded by the
Department for Education

March 2015

3

Lead by example



- Discuss pupil EWB
- ‘How are you?’
- In the news

**SOMETIMES
WE DON'T
NEED ADVICE.
WE JUST NEED
SOMEBODY
TO LISTEN.**

PictureQuotes.com

The power of listening

- The young person is the sole focus of your attention you spend most of your time listening, not talking
- The young person tells their story, you never guess or assume
- There is a feeling of acceptance and support,



“He took the time to listen. Really listen. He made time for me. I was the most important thing he had to do right then. It made me feel special and allowed me to open up to him.”



Resources





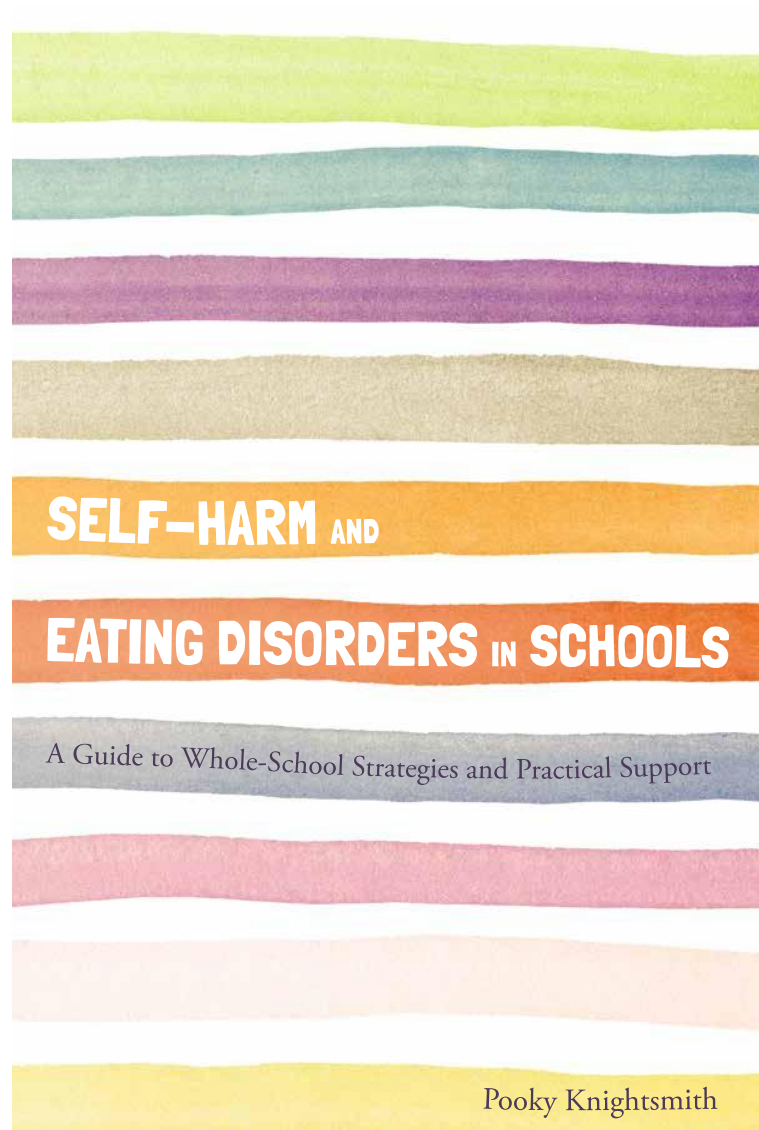
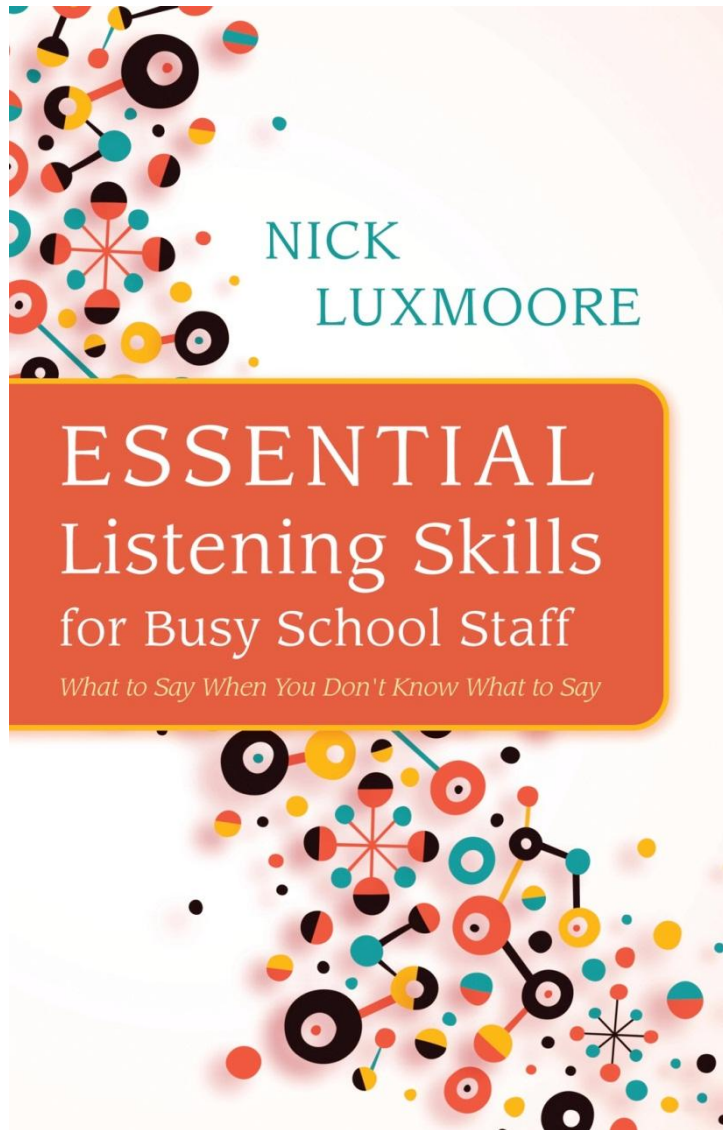
Digital Packs

No Harm Done A Parent's Journey

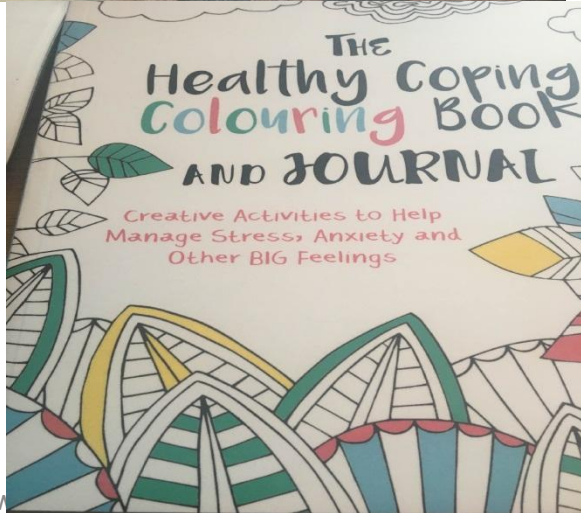
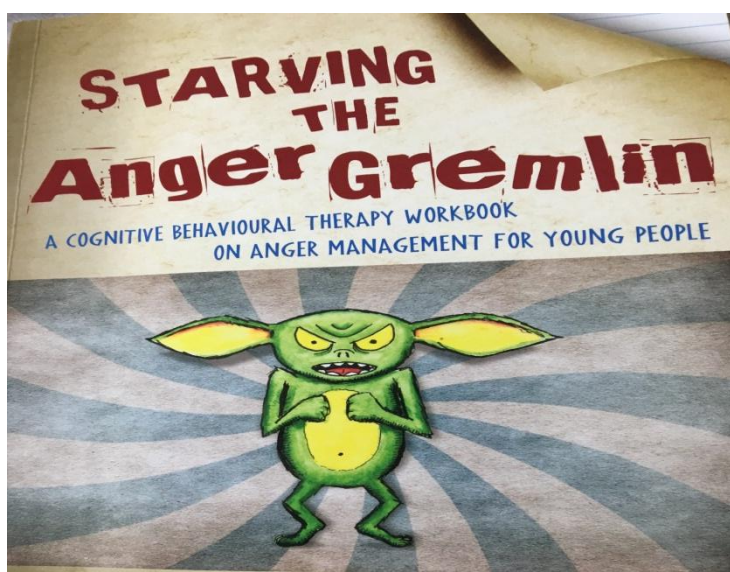
Next steps for parents or carers whose child is self-harming

No Harm Done Recognising and responding to self-harm

Next steps for staff working with young people



Further reading; Starving The



Further Sources of Support

www.youngminds.org.uk

www.mind.org.uk

www.cwmt.org.uk

www.studentsagainstd Depression.org

www.themix.org.uk

www.b-eat.co.uk

Fundraise for CWMT

It's vital to get messages about mental health and wellbeing into schools.

Fundraising for CWMT not only brings in money to help us continue our work – it also raises awareness of depression and what young people can do to take care of their mental wellbeing.

Our fundraising pack is full of useful information, ideas and tips.
For your copy please visit:

www.cwmt.org.uk/fundraise

call: 01 635 869754 or email: admin@cwmt.org



Funded Mental Health Training

We provide funded training and workshops on a range of mental health issues for pupils, parents and staff working with young people.

If you would like training at your school, please email training@cwmt.org or visit cwmt.org.uk for more information

