



Mental health & Wellbeing in Young People



Myths and Facts

time to change

let's end mental health discrimination



Myth

Mental health problems are very rare.

Fact

Mental health problems affect one in four people.

Myth

Young people just go through ups and downs as part of puberty, it's nothing.

Fact

One in ten young people will experience a mental health problem.

Myth

People with mental health problems don't experience discrimination

Fact

Nine out of ten people with mental health problems experience stigma and discrimination.

<http://www.time-to-change.org.uk/>





time to change

let's end mental health discrimination



Myths and Facts

Myth

People with mental illness aren't able to work.

Fact

We probably all work with someone experiencing a mental health problem.

Myth

People with mental health illnesses are usually violent and unpredictable.

Fact

People with a mental illness are more likely to be a victim of violence.

Myth

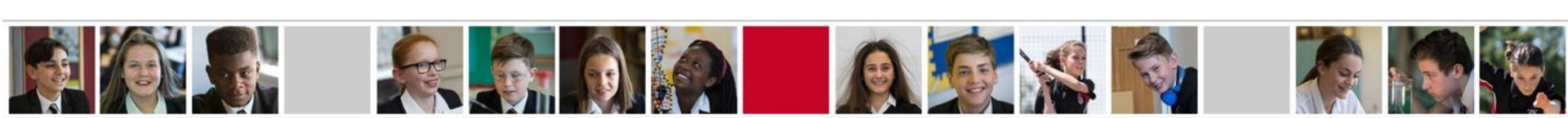
It's easy for young people to talk to friends about their feelings.

Fact

Nearly three in four young people fear the reactions of friends when they talk about their mental health problems

<http://www.time-to-change.org.uk/>



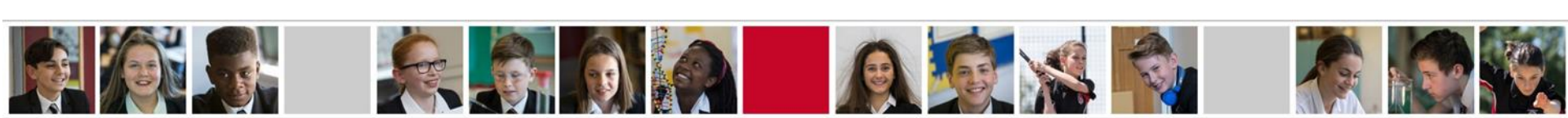


What is mental health and emotional wellbeing?

In pairs or small groups list or brainstorm what comes to mind when we hear this phrase:

mental health and emotional wellbeing

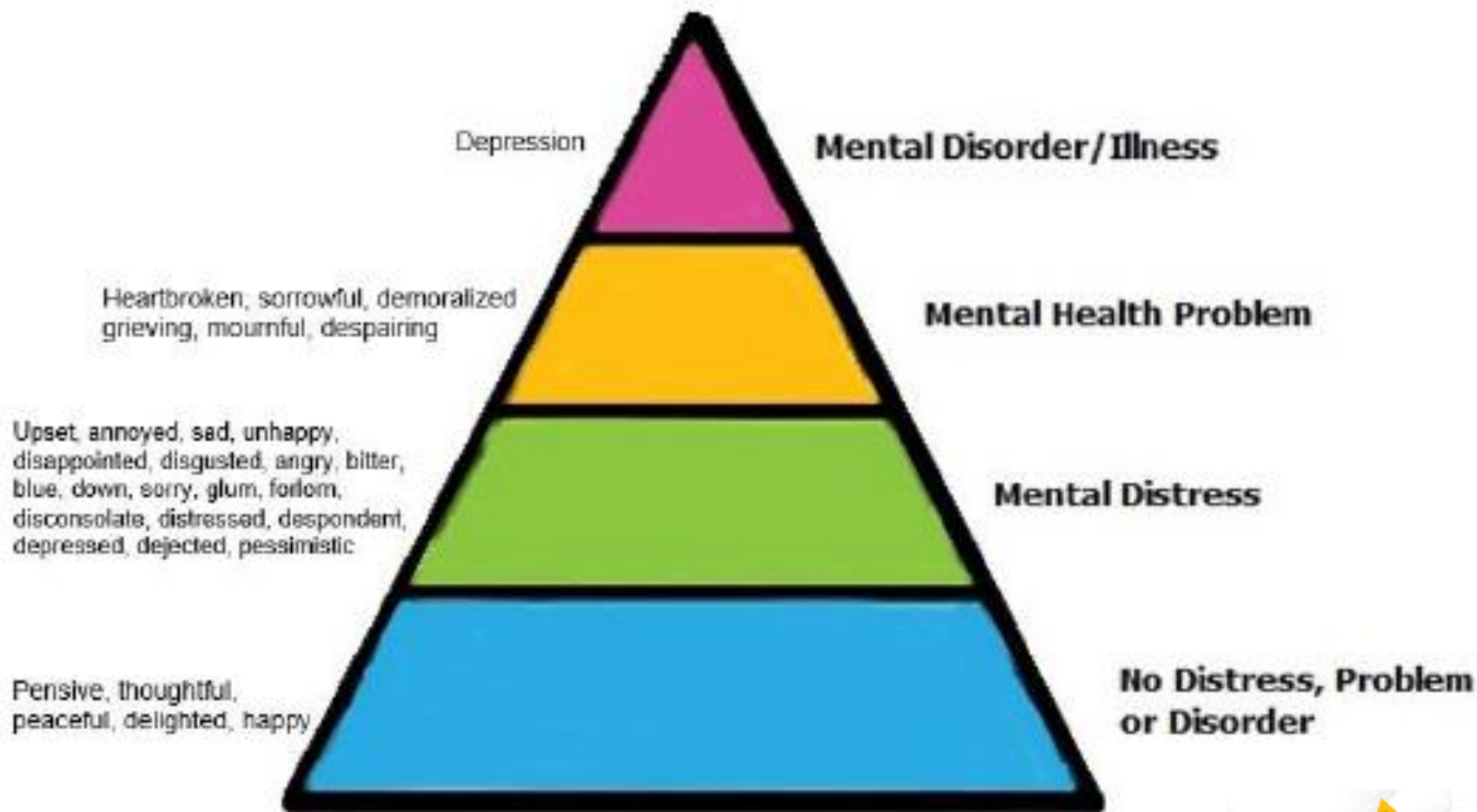




What is mental health?

- Mental health has been defined as: “A state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.” WHO 2004
- Emotional wellbeing has been defined as: “A positive state of mind and body, feeling safe and able to cope, with a sense of connection with people, communities and the wider environment.” WHO 2007

The inter-relationship of mental health states



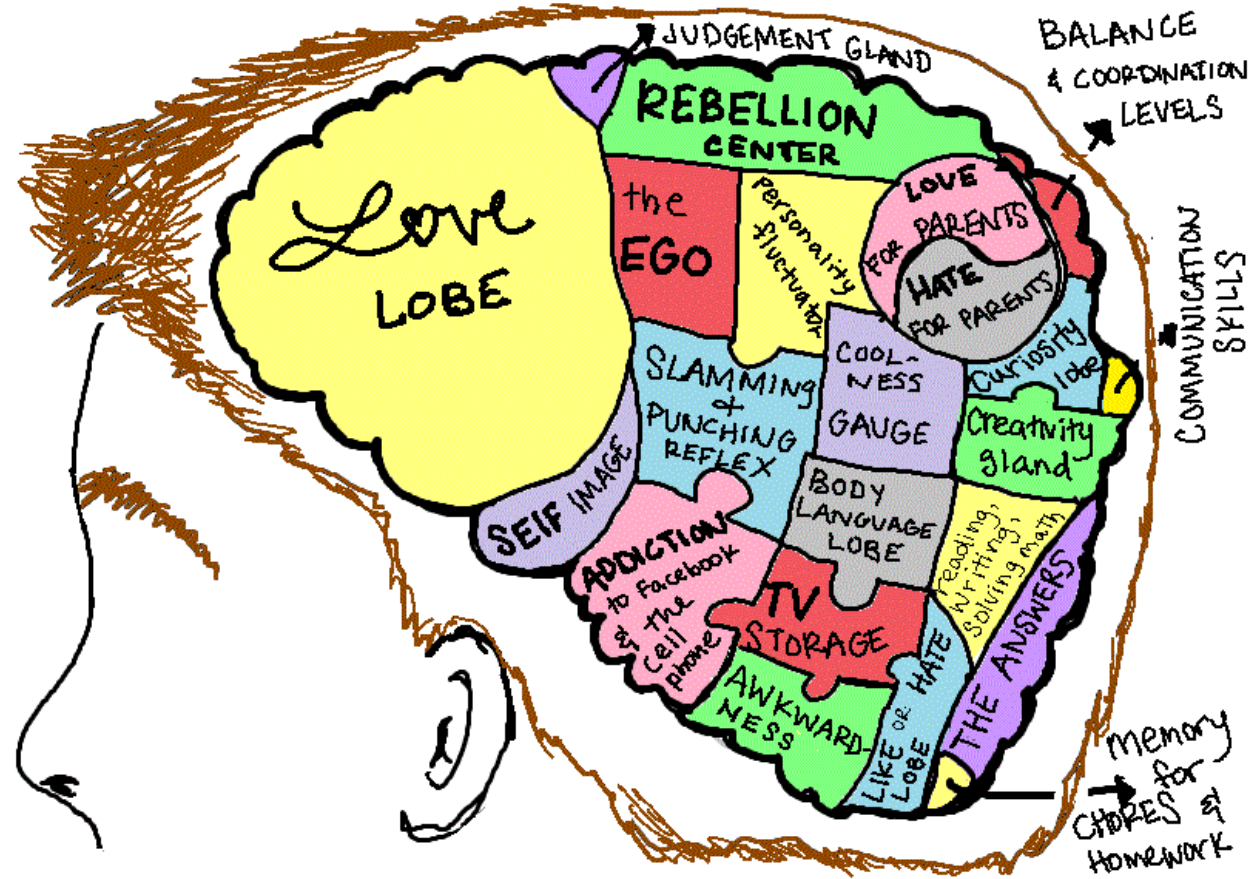
UNDERSTANDING THE RELATIONSHIP BETWEEN MENTAL HEALTH & MENTAL ILLNESS

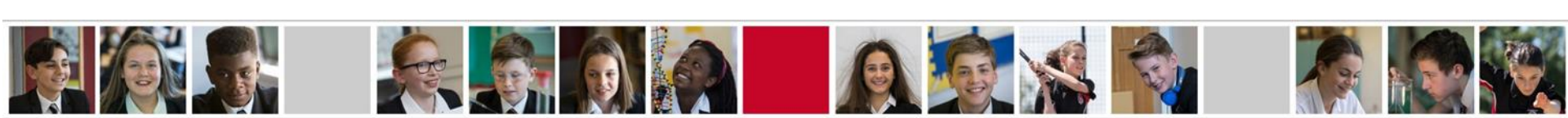
Module Two: the Guide Resource
Dr. Stan Kutcher & Ms. Yifeng Wei
March 2015





THE AVERAGE TEENAGE BRAIN





Resilience can be learnt

- Avoid eliminating all risk, let them make mistakes and learn from failure
- Teach problem solving skills and don't provide all the answers
- Develop persistence through goal setting / personal meaning - don't accommodate every need
- Break overwhelming tasks into more manageable chunks
- Identify and develop personal strengths
- One key positive relationship with an adult (not necessarily a parent)
- Challenge catastrophic language, contextualise
- Teach concrete (practical) techniques to help them manage their emotions



How to build resilience.

Connect...

Belonging
Love
Relationships
Family
Friends
Connected to the world

Be active...

Physical wellness
Exercise
Healthy eating
Good sleep hygiene

Take notice...

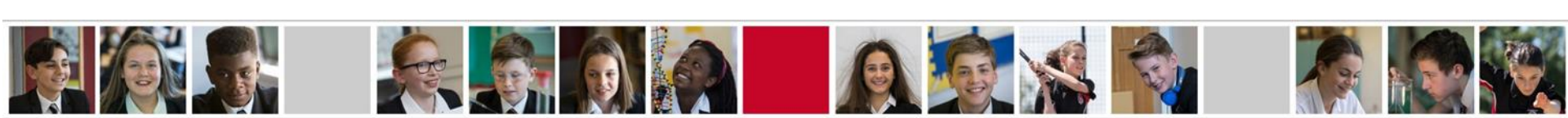
Mindfulness
Interrupt autopilot
Being outside

Keep learning...

Goals and personal achievement
Rewards, having fun and relaxation

Give...

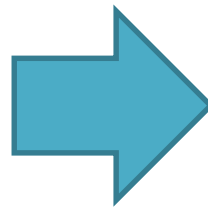
Nurturing, pets, plants, gardening
Helping others
Giving to charity



Power of positivity/ optimism

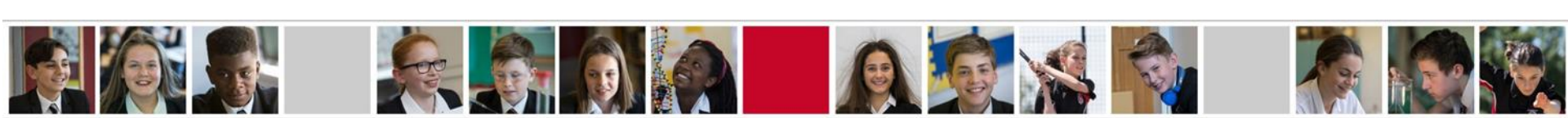
- Write down a commentary of your day
- Go through what you have written and put a ring around any negative words or ideas
- Rewrite your commentary without the negative words & ideas

I missed the bus and had to walk to school. I was late and had maths first which I hate. I didn't have enough money for lunch.

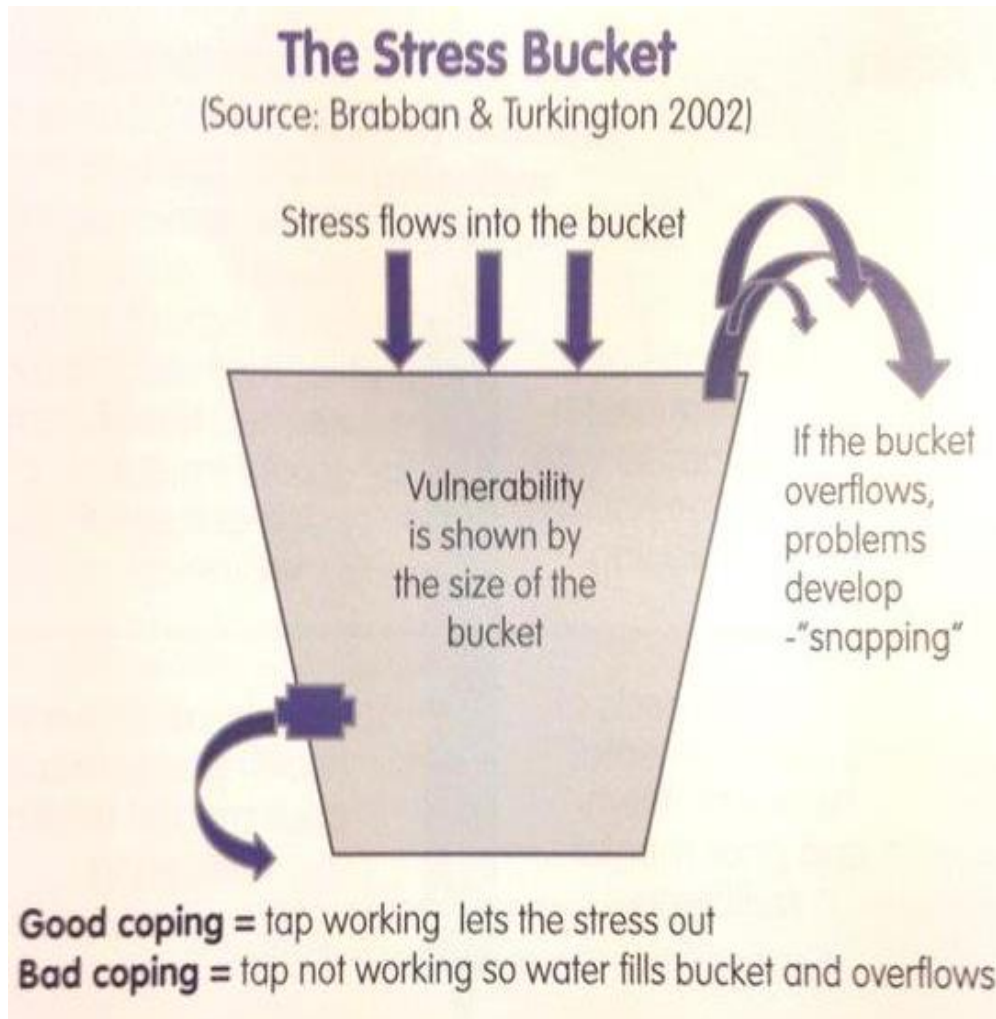


I walked to school. I was just in time. I had maths first then music. The office lent me some money for lunch. I had chocolate pudding.

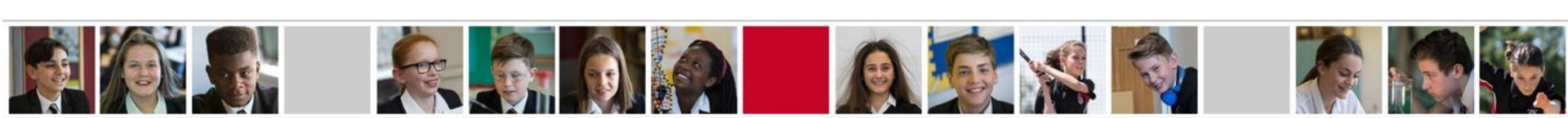




Reducing anxiety



1. Do I have any evidence to support my feelings?
2. What can I change?
3. What can't I change and need to accept?
4. What needs my urgent attention?
5. Who can help me?



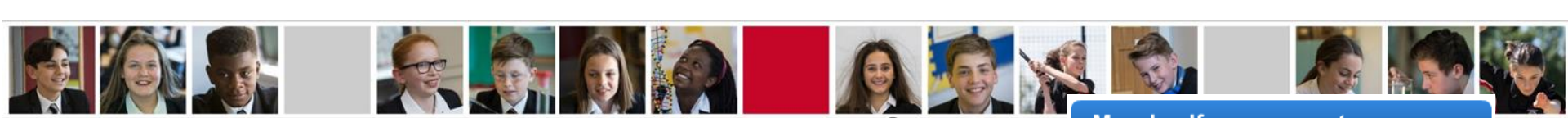
Hand Breathing



When to worry?



- Becoming withdrawn, isolated, quiet or very sad, tearful
- Worry, stress, anxiety, panic attacks and fears
- Obsessive or repetitive behaviour or rituals
- Troubling dreams or memories
- Sleep or eating problems
- Problems focusing or concentrating, over activity
- Aggressive or disruptive behaviour, getting into fights
- Self harm
- Talking about not wanting to be around anymore
- School refusing or producing disturbing work
- Problems with friendships or bullying
- Risk taking behaviours including drug or alcohol use
- Wetting or soiling, unexplained physical problems
- Inappropriately sexualised behaviour
- Muddled thinking, racing thoughts, seeing or hearing things
- Disengagement from their normal pattern, not enjoying what they used to



Key assessment questions

Mood self-assessment

**CHECK YOUR
MOOD**

- How severe are the difficulties?
- How long have they persisted?
- What impact are the difficulties having on the young person, school, family, peers?
- Is the young person a risk to themselves or others?
- Are the difficulties present at home, school and in the community?
- Are the difficulties proportionate to life events?
- What has been tried before?
- What helps / what does the young person / family think will help?





Health A-Z

Live Well

Care and support

Health news

Services near you

Young people and mental health

Share: Save: Subscribe: Print:



An information hub offering young people advice and help on mental health problems including depression, anxiety and stress.

Why do I feel so down?

How to know the difference between feeling low and being depressed, when to see your GP, and what help is available.

Why do I feel anxious and panicky?

Everyone has feelings of anxiety at some point in their lives, but too much can be a sign of something more serious.

Self-harm

When people injure themselves, it can be a sign of overwhelming

NHS Choices links

[Help to stop smoking](#)

[Exercise for depression](#)

[Talking therapies explained](#)

[How drugs affect your brain](#)

[Clinical depression](#)

[Signs your child may be depressed](#)

[Take the depression self-assessment tool](#)

[Mental health helplines](#)

[All about CAMHS](#)

Find mental health services

Get details of mental health services available near you

Services

Mental health support for young people ▾

Location

Enter a postcode or place



Mood self-assessment

CHECK YOUR MOOD

How have you been feeling lately?

When it comes to emotions, it can sometimes be hard to recognise or admit that we're not feeling 100%.

If you are **16 or over**, take this short questionnaire to:

- Help you better understand how you've been feeling over the last **fortnight**
- Point you in the right direction for helpful advice and information

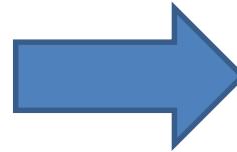
If you are struggling, it is not intended to replace a consultation with a GP.

Under 16? [visit the Youth Mental Health hub page.](#)

Start

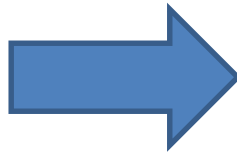


Responding to behaviour



Behaviour:

We see and respond to this

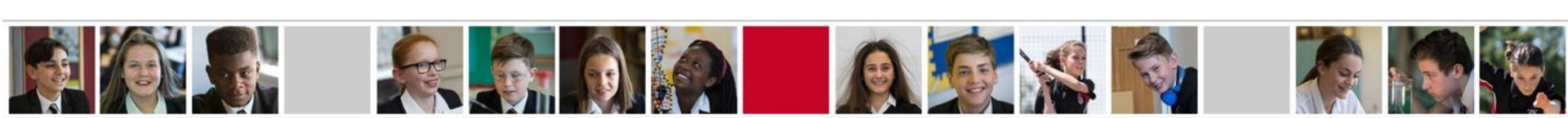


Thoughts and feelings driving the behaviour:

We don't usually see or respond to this

We need to understand better the thought and feelings that have led to the behaviour.

“When X happened, what were you thinking and what were you feeling?”



What is good listening?

| Listening Continuum | |
|------------------------------------|---------------------------------------|
| 5. Empathic Listening | Within The Other's Frame of Reference |
| 4. Attentive Listening | Within One's Own Frame of Reference |
| 3. Selective Listening | |
| 2. Pretend Listening (Patronizing) | |
| 1. Ignoring | |

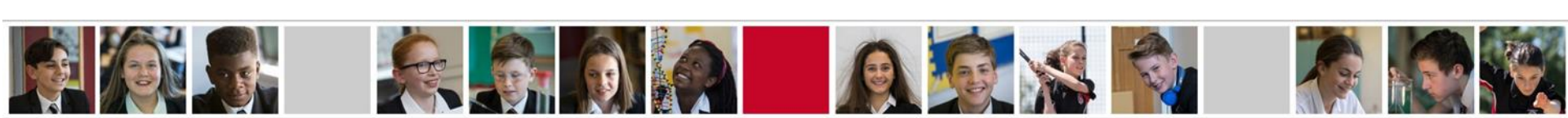
Adult telling you to tidy room?

Younger sibling talking about day?

EastEnders?

Best friend with problems?

Me – now?



Signs of a good listener

L

ook at the speaker

A

sk questions

D

on't interrupt

D

on't change the subject

E

motions in control

R

esponsive listening



Active listening:

1. You are going to try some active listening for 3 mins each.
2. Indicate who is person A & person B
3. When I say to start person A will talk about what they did on their last birthday. Person B will listen actively (they can only speak to ask for more information)
4. When I say stop – swap over and person B talks and person A with actively listen.
5. Reaction?



Helping others: active listening to support

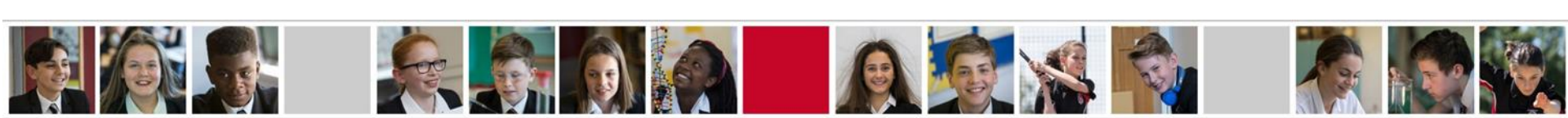
Respond

Reassure

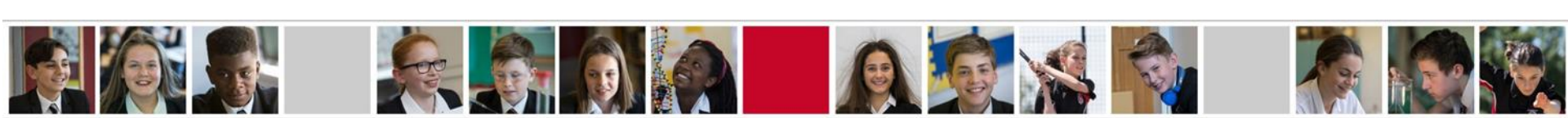
De-escalate

Empower

Pass on / Hold in mind



- Validate feelings: “I can see/understand that you are very sad / angry”
- Normalise the feeling and make a human connection: “I would think most people would feel sad / angry if that happened to them”
- Give them time to reconnect their thinking brain: “It’s hard to think things through when we are upset / angry so we need to figure this out when you are feeling less upset / angry”
- Give choice and control : “Would you like to do it now or later?”

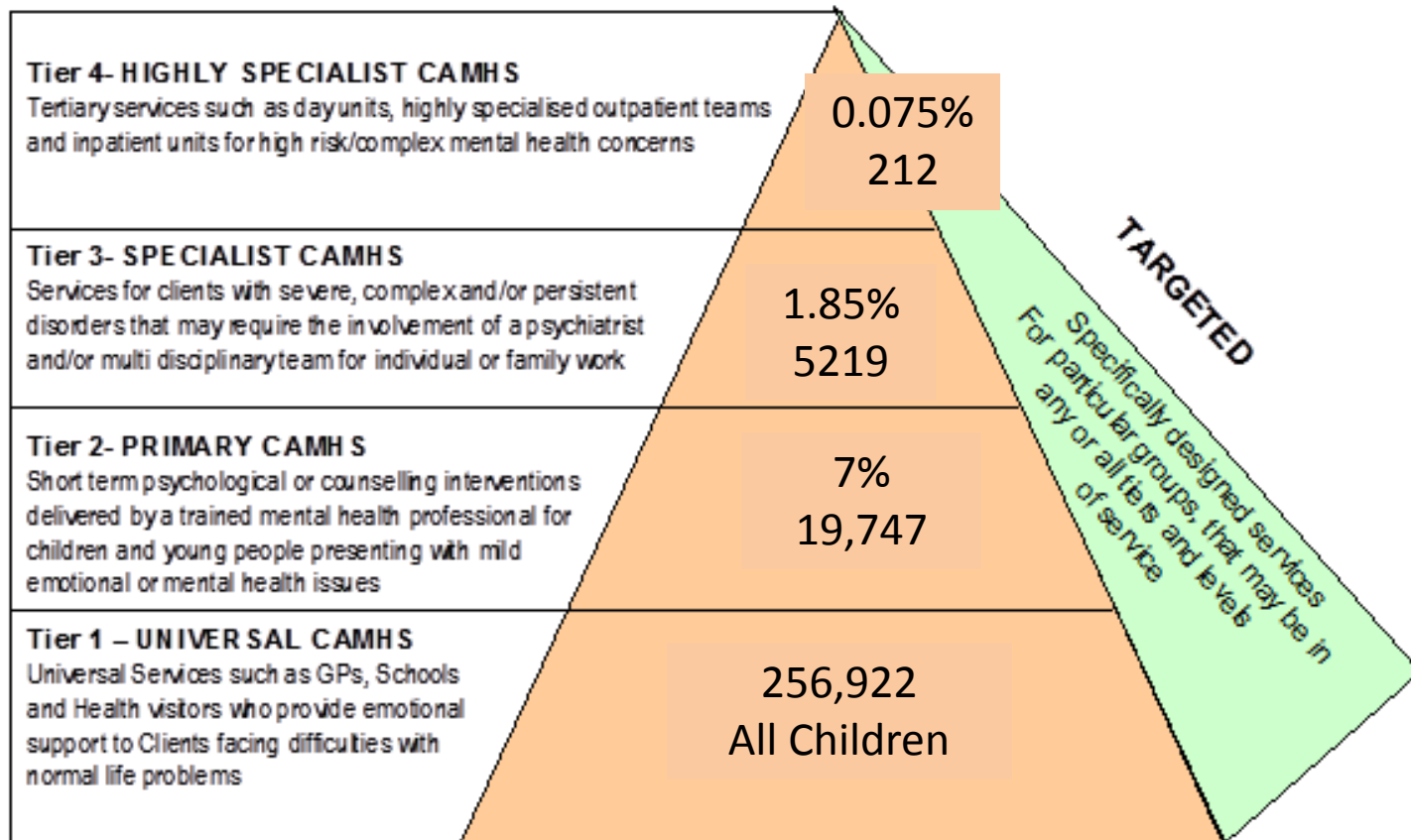


- Create a sense of collaboration: “What do you think we should do next?”
- You don’t have to know the answers: “I’m not sure what to do about that, but I will try my best to help you.”
- Thank people for sharing feelings or other difficulties: “Thank you for telling me about this, I can imagine it wasn’t an easy thing to do.”
- Give hope for the future: “I know this is a really difficult feeling but I want you to remember that you won’t always feel like this, the feeling will go.”

When you need help ...

Tiers of service – current picture

Child and Adolescent Mental Health Services (CAMHS) in Hertfordshire



Estimated Hertfordshire Prevalence 0-18

