

# An Introduction to Children and Young People's Mental Health

Parent / Carer Workshop



# Session Agreement



# Session Structure



Part 1: An Introduction  
to Mental Health



Part 2: Risk,  
Protective Factors &  
Resilience



Resources



Evaluation

SESSION DELIVERY: 1 HOUR 30 MINUTES



Northorpe Hall  
Child & Family Trust

# Session Aims:

- ✓ To increase knowledge and understanding of children and young people's mental health difficulties
- ✓ To understand risk and protective factors; considering how parents can support children and young people's mental health at home

# PART 1



## AN INTRODUCTION TO MENTAL HEALTH IN CHILDREN & YOUNG PEOPLE



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# What is and is not Mental Health?

On your table, discuss and complete the following sentences:

- Mental health is...
- Mental health is not...

- Feedback.

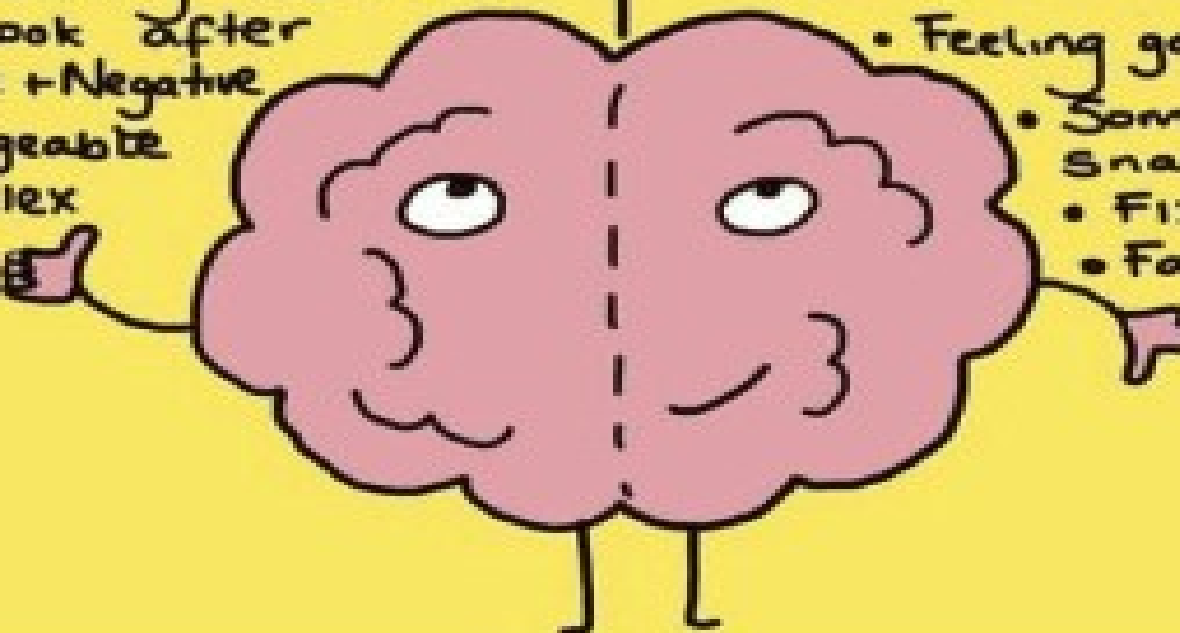
# MENTAL HEALTH

## IS...

- Important
- Something everyone has
- Intrinsically linked to (t probably inseparable from) physical health
- On a continuum
- Worth making time for
- Part of being human
- Something we need to look after
- Positive + Negative
- Changeable
- Complex
- Real

## ISN'T...

- A sign of weakness
- Shameful
- All in your mind
- Always something negative
- Something you decide to have
- Something to think about only when it feels broken
- An interchangeable term with mental illness
- Feeling good all the time
- Something you can snap out of
- Fixed
- Fake news



***Mental health problems are  
changes in thought, mood  
and/or behaviour that impair  
functioning***

(Morphey, Barry, & Vaughn, 2013)



Mental Health Problems	Mental Health Disorders	Mental Illness
<p>Interfere with children's ability to learn, enjoy friendships &amp; relationships &amp; deal with the difficulties they face.</p> <p>They may be anxious or frightened, aggressive, disruptive lose interest &amp; withdraw or have difficulties concentrating.</p> <p>May be aggressive, disruptive or get into trouble with authority.</p> <p>Can be overcome with support from family / others.</p>	<p>More severe complex &amp; persistent difficulties that do not easily resolve &amp; interfere with the child's everyday life.</p> <p>May require specialist help. Most common are: Emotional Disorders where anxiety / low mood affects ability to lead 'normal' life.</p> <p>Conduct disorders; behavioural difficulties that affect the lives of others as well as the child.</p> <p>Around 10% of children have significant &amp; enduring Mental Disorders.</p>	<p>Severe disorders that have a biological basis &amp; which emerge in mid to late adolescence.</p> <p>Conditions in which the young person is often out of touch with reality, denying or unaware of the severity of the problem &amp; may be of significant risk to themselves.</p> <p>Most common are psychosis, severe clinical depression &amp; extreme forms of anorexia nervosa.</p>



# Discussion Opportunity

- What difficulties are you seeing with your own children?
- Is there anything that you've been concerned by?

# True or False?

1. One in ten school-aged children has a mental health problem.
2. The number of children with a diagnosable mental health condition has decreased since lockdown ended.
3. 40% of all CYP will have experienced some kind of trauma before the age of 18 – with differing degrees of effect
4. There is an average 5-year delay between young people displaying first symptoms and getting help.
5. 50% of children with autism have at least one mental health condition.

*Half* of all pupils excluded from school are suffering from a recognised mental health problem (IPRR Thinktank, July 2017).

In an average classroom, **10** will have witnessed their parents separate, **8** will have experienced severe physical violence, sexual abuse or neglect, **1** will have witnessed the death of a parent, and **7** will have been bullied (MHFA, 2015)

One in six school-aged children has a mental health problem.  
This is an alarming rise from one in ten in 2004 and one in nine in 2017.  
(NHS Digital, 2021) the FACTS?

Children and young people receive less than **6%** of mental healthcare funding.

**75%** of mental illnesses start before a child reaches their 18th birthday, while **50%** of mental health problems in adult life (excluding dementia) take root before the age of 15.

# Mental Health Continuum





# Possible Warning Signs

- Erratic behaviour
- Erratic attendance and punctuality
- Changes in academic progress – losing interest, failing to hand in work or avoiding presentations
- Changes in attention and focus, becoming disruptive
- Mood swings and violent outbursts and helplessness
- Complaints of pain, nausea, headaches, needing the toilet a lot
- Becoming increasingly withdrawn and having crying spells
- Increasing low self-esteem and reluctance to be singled out
- Frequent self-criticism, self-blame, seeking constant reassurance
- Visibly anxious and agitated

# Possible Warning Signs

- Considerable change in personality
- Physiological signs such as chronic fatigue or sleeping too little
- Changes in diet
- Appearing unkempt and neglected
- Engaging in risk-taking behaviours
- Reports of abuse from others or self-abuse
- Change in positive friendships circles and relationships with others
- Concerned reports from parents
- Safeguarding reports from police and social workers.

# Common Difficulties

Anxiety

Low Mood

Attachment Issues

Self-Harm

Eating Disorder

Behaviour or Conduct Problems

Obsessive or Compulsive Disorder

Post Traumatic Stress Disorder



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# Why Focus on Mental Health?

Parents and  
school staff can  
help remove  
barriers

Early  
intervention  
and  
prevention



Affects  
learning

Stigma  
reduction

There are benefits; fewer behavioural problems, less absence from school =  
**better educational achievement**



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# Positive Mental Health in Children is ...

- Feeling loved, trusted, understood, valued and safe
- Being interested in life and having opportunities to enjoy themselves
- Being hopeful and optimistic
- Being able to learn and having opportunities to succeed
- Accepting who they are and recognising what they are good at
- Having a sense of belonging in their family, school and community
- Feeling they have some control over their own life
- Having the strength to cope when something is wrong (resilience) and the ability to solve problems.



At any one time, a child or young person may be anywhere on a spectrum between being healthy and unwell. Many children move along the spectrum at different times.



**Good mental health in early  
years is predictive of good  
mental and physical health in  
adulthood**



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# PART 2



TO UNDERSTAND RISK AND  
PROTECTIVE FACTORS;  
CONSIDERING HOW  
PARENTS CAN SUPPORT  
CHILDREN AND YOUNG  
PEOPLE'S MENTAL HEALTH  
AT HOME



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# What are Risk Factors?

**“Risk factors are those characteristics, variables, or hazards that, if present for a given individual, make it more likely that this individual, rather than someone selected at random from the general population, will develop a disorder.”**

Werner and Smith, 1992; Garmezy, 1983

# Risk Factors: Poor Mental Health

Child	Family
<ul style="list-style-type: none"><li>• Genetic Influences</li><li>• Low IQ and learning difficulties</li><li>• Specific development delay</li><li>• Communication difficulties</li><li>• Difficult temperament</li><li>• Physical illness</li><li>• Academic failure</li><li>• Low self-esteem</li></ul>	<ul style="list-style-type: none"><li>• Family disharmony, or break up</li><li>• Inconsistent discipline style</li><li>• Parent(s) with mental illness or substance misuses</li><li>• Physical, sexual, neglect or emotional abuse</li><li>• Parental criminality or alcoholism</li><li>• Death and loss</li></ul>

# Risk Factors: Poor Mental Health

School	Community
<ul style="list-style-type: none"><li>• Bullying</li><li>• Discrimination</li><li>• Breakdown in or lack of positive friendships</li><li>• Deviant peer influences</li><li>• Peer pressure</li><li>• Poor pupil to teacher relationships</li></ul>	<ul style="list-style-type: none"><li>• Socio-economic disadvantage</li><li>• Homelessness</li><li>• Disaster, accidents, war or other overwhelming events</li><li>• Discrimination</li><li>• Other significant life events</li><li>• Lack of access to support services</li></ul>



# Adverse Childhood Experiences (ACEs)



# Impact of ACEs



**To increase positive mental health,  
we need to reduce risk and increase  
resilience. We can also try to put  
protective factors in place.**



# RESILIENCE

**GOAL SETTING**  
with realistic  
expectations



**SELF ESTEEM**



**LEARNING from  
their MISTAKES**



**Ability to  
recognise their  
own EMOTIONS  
and that of  
others**



**Understanding  
and ACCEPTANCE  
of their own  
strengths and  
weaknesses**



**CONNECTED  
to their  
school &  
community**



**SELF  
CONTROL**



**Problem  
SOLVING  
skills**



**COPING STRATEGY**

When i'm stress i will 1) Talk about it and write it out 2) go for a walk 3) Play a video game/ do crafts etc.



**SOCIAL SKILLS** and  
ability to seek  
assistance from  
others



**OPTIMISTIC  
thinking patterns**

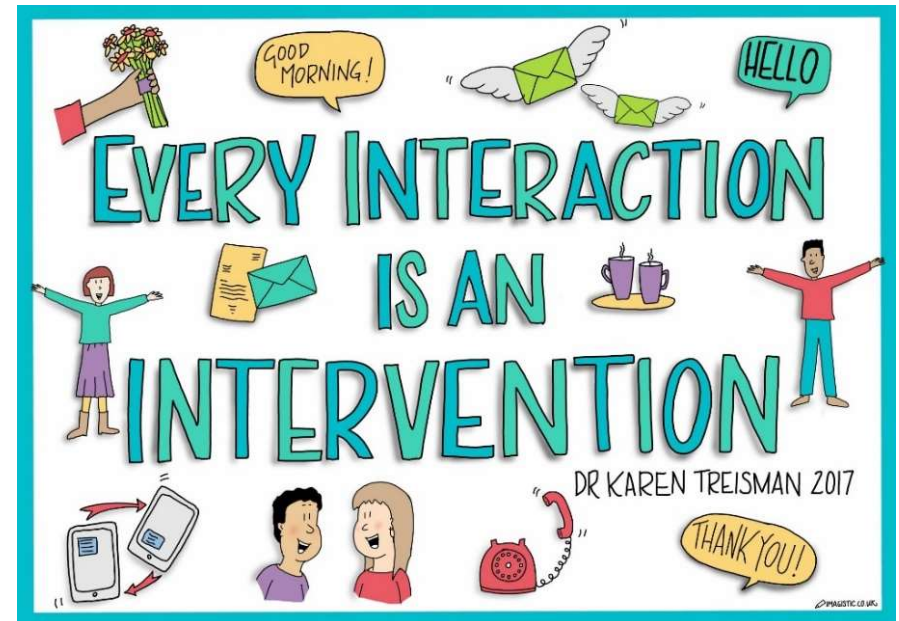


**WILLINGNESS  
to overcome  
difficulties rather  
than AVOID  
PROBLEMS**



# Relationships Are Pivotal: Every Interaction Is An Opportunity To Grow Resilience

- We learn through interactions and relationships
- Repeated experiences become habits and become wired in our brains
- This cycle increases the chances of us repeating these habits
- These habits and wiring can improve and support resilience.



*(Hebb 1949) (Whole School SEND 2020)*



# Home Protective Factors

- ✓ **Nurturing and attachment** – Healthy parent and child relationships are when and where children receive the love and respect that they need each day.
- ✓ **Knowledge of parenting and child development** – Families need to know and understand that part of being a great parent is a natural instinct, but, part of it can be learned.
- ✓ **Parental resilience** – Families who are strong and flexible are better able to deal with the many stresses of everyday parenting and life.
- ✓ **Social connections** – All families need a network of trusted people; we all need good friends.
- ✓ **Concrete supports** – Families need to meet their own basic needs for food, clothing, housing, and transportation as well as know how and where to obtain services that include childcare, health care and mental health services.
- ✓ **Social and emotional competence of children** – Families teach skills that assist children in communicating their feelings, solving problems and interacting in a positive manner with other children and adults.

# ADOPT PROTECTIVE FACTORS TO FACE CHALLENGES



For protective factors at the family and community levels, visit [nbhc.ca/resilience](https://nbhc.ca/resilience)



New Brunswick  
Health Council

Conseil de la santé  
du Nouveau-Brunswick

# Resource: 5 Ways to Wellbeing





# Resource: 5 a Day

Want to have positive mental wellbeing as a family? Embrace these GREAT values Parent Activities #familyMH5aday					
Week	G = Give	R = Relate	E = Energise	A = Awareness	T = Try Something New
1	Give someone else in the family a break from a chore they always / usually do. Take over shopping / washing etc. for a day / weekend / the festive season	Aim to have five family meals without any gadgets / TV / phones and have a family conversation	Go for a walk with your family / run / cycle, exploring a new area	Go for an evening moonlit walk with some of your family. Notice the evening sky and how things are different from the day. Chat about the day.	Bake / cook something you haven't tried before with a family member – Christmas or seasonal themed – and share with the family. Take a photo.
2	Give yourself some <i>me time</i> . Let the family know so you are not interrupted but make sure you take 30 minutes out of the day just for you. Treat yourself.	Phone or Skype an older family member who lives away from you and whom you have not spoken to for a <u>while</u> , and have a long conversation.	Turn off the <u>wifi</u> at mealtime and before bedtime, or just for an hour a day.	Watch / listen to the headline news; note down if it changes during the day. Reflect on what is the biggest crisis in our world today with your family over a dinner conversation.	Let your children try to teach you something. For example, getting them to teach you Minecraft / Lego, a computer game, a new dance, a maths <u>equation</u> or a historical fact.

# Resource: 30 Small Things

**Here are 30 ways to enact "Small Things Often" and build warmth with kids during your time at home:**

1. Say a kind word and give your child a hug when he/she first wakes up.
2. Read to your child for 10 minutes (the Sunday comics, the Guinness Book of World Records, a sports story about his/her favorite team, or a fiction book).
3. Let your child stay up 20 minutes later to watch a show you both like once per week.
4. Keep a gratitude journal together – each night write something you're thankful for or something good that happened that day.



# Resource: Family Wellbeing Bingo

## Family Wellbeing Bingo Challenge 1

Connect	Keep Learning	Take Notice	Be Active	Give
<b>Read a Book</b> Take turns storytelling.	<b>Kung Fu Panda Punctuation</b> Learn punctuation in a fun way. <a href="https://www.youtube.com/watch?v=Q35SfhGCL8Q">https://www.youtube.com/watch?v=Q35SfhGCL8Q</a>	<b>Paint/ Draw</b> Paint/ draw a picture of your family and/ or friends	<b>Yoga Time</b> <a href="https://www.youtube.com/watch?v=BEPxPkQY6V8">https://www.youtube.com/watch?v=BEPxPkQY6V8</a>	<b>Being Helpful</b> Can you tidy your toys away to help the grown-ups?
<b>Worry Dolls</b> Use a twig or small stick and wrap wool or string around it. Add a face. Place under your pillow at night to help take away worries.	<b>Sculptures</b> Cut out strips of paper into different widths/ lengths. Fold it into zig zags, make it into loops. Can they go through each other?	<b>Hands and Feet</b> Draw around everyone's hands and feet. Can you turn them into an animal or character?	<b>Den</b> Build a den inside or outside.	<b>Treasure Hunt</b> Take an empty egg box and collect things from outside. Who would you like to give it to and why?
<b>Guessing Game</b> Blind fold each other and see if you can guess what the different foods are without looking?	<b>Grass Cutting with Supervision</b> Cut the grass with scissors. Make grass soup!	<b>Stargazing</b> Look up at the night sky. What can you see?	<b>P.E with Joe Wickes</b> <a href="http://www.thebodycoach.com">www.thebodycoach.com</a> or do lots of star jumps, balancing and crawling	<b>Message</b> Record or write a message for someone you love.
<b>Smilers Challenge</b> How long can you stare at each other without smiling?	<b>Sweep Up Challenge</b> Make a shape out of tape such as a square and make lots of paper leaves. Can you sweep the leaves into the square?	<b>Cloud Busting</b> Look up at the sky. What shapes do the clouds look like? Where would you like to travel to on the cloud?	<b>Dance</b> Can you share 5 different moves?	<b>Dressing Up</b> Dress Up in someone else's clothes or as a character. Put on a show. Make someone laugh.
<b>Game</b> Show an adult how to play a game you enjoy.	<b>Make Music</b> Use pans and kitchen equipment to make different sounds.	<b>Nature</b> Collect lots of natural objects, leaves, stones, flowers to make a picture.	<b>Outdoor Painting</b> Give children a brush and a container with water. Paint paths, , fences, stones etc.	<b>Clean</b> Have a lovely bath or shower. Give your body a good spring clean.



# Resource: Useful Apps Handout

## Anxiety



**Mindshift:** is a free app designed to help teens and young adults cope with anxiety. It can help you change how you think about anxiety. Produced by Anxiety Canada for Health Young Minds,  
<https://www.anxietybc.com/resources/mindshift-app>



Face your fear with the free Clear Fear app and learn to reduce the physical responses to threat as well as changing thoughts and behaviours and releasing emotions.



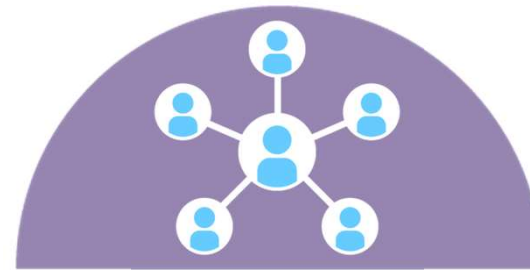
**SAM** (Self-help for anxiety management) targets individuals experiencing symptoms of anxiety. It provides users with a symptom tracker, educational articles and external links, relaxation techniques, and additional coping skills and practice for managing anxiety. Free with in-app purchases



**Look  
for signs of  
distress**



**Listen;  
even a short time  
can be great  
Use good empathy  
Build  
understanding  
Be kind**



**Link  
them to sources of  
support**



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# Accessing Support through Thriving Kirklees



Just one number to call:  
**0300 304 5555**

Localc

Home  
Start  
Support and friendship  
for families

Yorkshire  
Children's Centre

**NHS**  
South West  
Yorkshire Partnership  
NHS Foundation Trust

  
Northorpe Hall  
Child & Family Trust

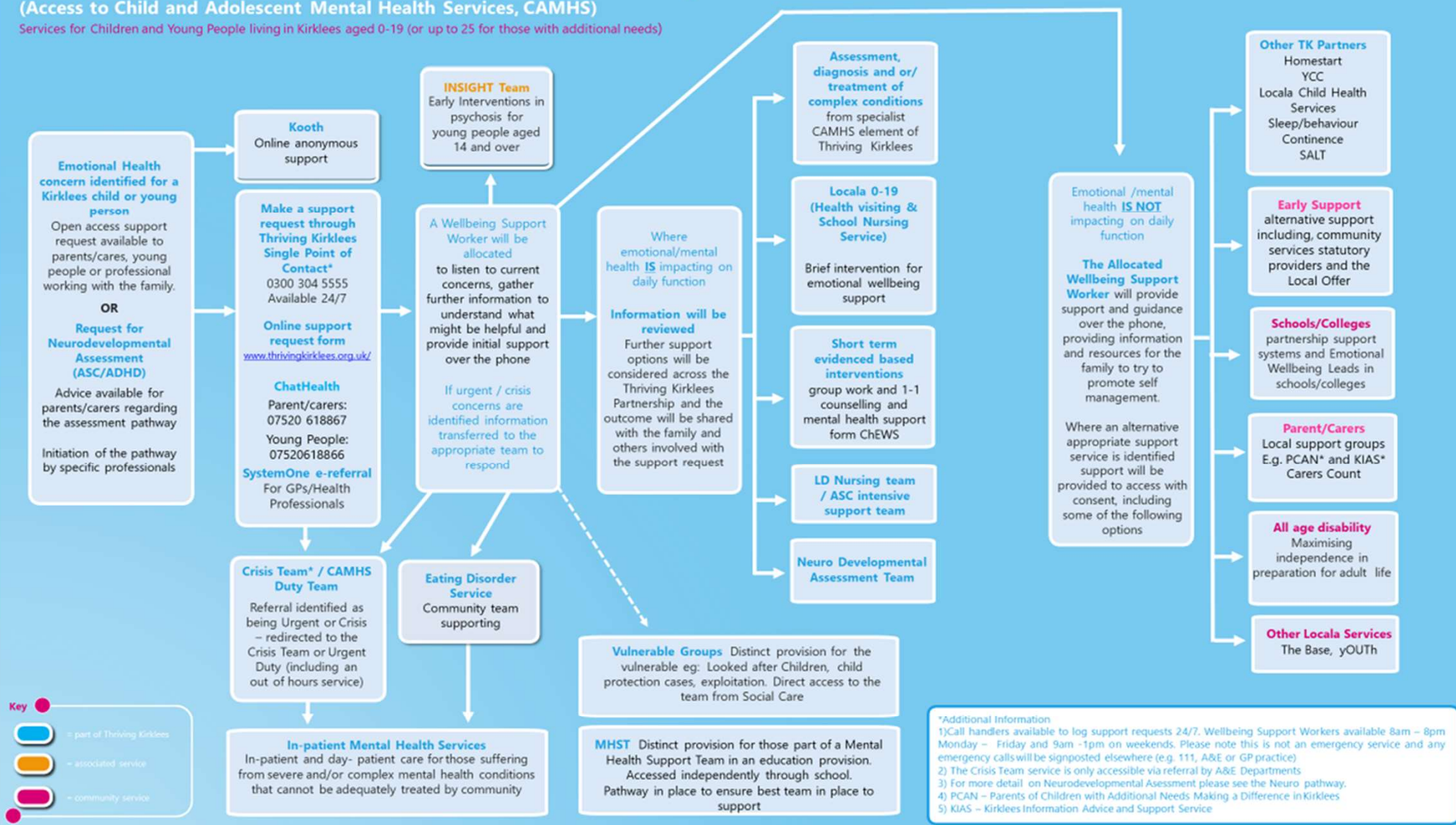
Thriving  
Kirklees

[www.thrivingkirklees.org.uk](http://www.thrivingkirklees.org.uk)



# Thriving Kirklees Emotional Health and Wellbeing Support Request Pathway (Access to Child and Adolescent Mental Health Services, CAMHS)

Services for Children and Young People living in Kirklees aged 0-19 (or up to 25 for those with additional needs)



Locala

HOME  
START  
Kirklees

Yorkshire  
children's centre

Northorpe Hall  
Child & Family Trust

NHS  
South West  
Yorkshire Partnership  
NHS Foundation Trust

Thriving  
Kirklees



# ChatHealth



Available Monday to Friday from 8am to 8pm

Young people aged 11-19: 07520 618866

Parents/carers: 07520 61886

ChatHealth Film: <https://youtu.be/sq4-RVt00D4>





# NIGHT OWLS

Overnight West Yorkshire  
Listening/Advice Service

We're available 8pm–8am every day for children, young people, parents and carers across West Yorkshire.

Call us on: Freephone 0800 1488 244

Text us on: 07984 392700

# Useful Resources

- <https://www.nhs.uk/using-the-nhs/nhs-services/mental-health-services/cypmhs-information-for-parents-and-carers/>
- Anna Freud – Parents section & On My Mind [www.annafreud.org /](http://www.annafreud.org/)
- [www.headstogether.org.uk/](http://www.headstogether.org.uk/) Heads Together - Youth Wellbeing Directory
- Mood Juice [www.moodjuice.scot.nhs.uk/](http://www.moodjuice.scot.nhs.uk/)
- NHS Youth - <https://healthyyoungmindspennine.nhs.uk/im-a-parent-or-carer/>
- HandsOn – Playfield Institute [www.handsonscotland.co.uk/](http://www.handsonscotland.co.uk/)
- Young Minds – Parent Helpline [youngminds.org.uk/find-help/for-parents/](http://youngminds.org.uk/find-help/for-parents/)
- Childline – Parent Helpline [www.childline.org.uk/](http://www.childline.org.uk/)
- NSPCC – Parent Helpline [www.nspcc.org.uk/keeping-children-safe/support-for-parents/](http://www.nspcc.org.uk/keeping-children-safe/support-for-parents/)
- Action for children - [www.parents.actionforchildren.org.uk/](http://www.parents.actionforchildren.org.uk/)
- Mind - [www.mind.org.uk/](http://www.mind.org.uk/)
- Ladder of resilience - <https://www.mentallyhealthyschools.org.uk/media/2046/resilience-ladder.pdf>
- <https://parents.actionforchildren.org.uk/> - Opportunity to talk 1:1 with a qualified parenting coach

# Feedback Forms

Please complete the feedback forms that are on your table.



Many thanks for your time 😊