



Berkshire Healthcare
NHS Foundation Trust

FOR PARENTS/CARERS

SUPPORTING YOUR CHILD'S WELLBEING: ANXIETY

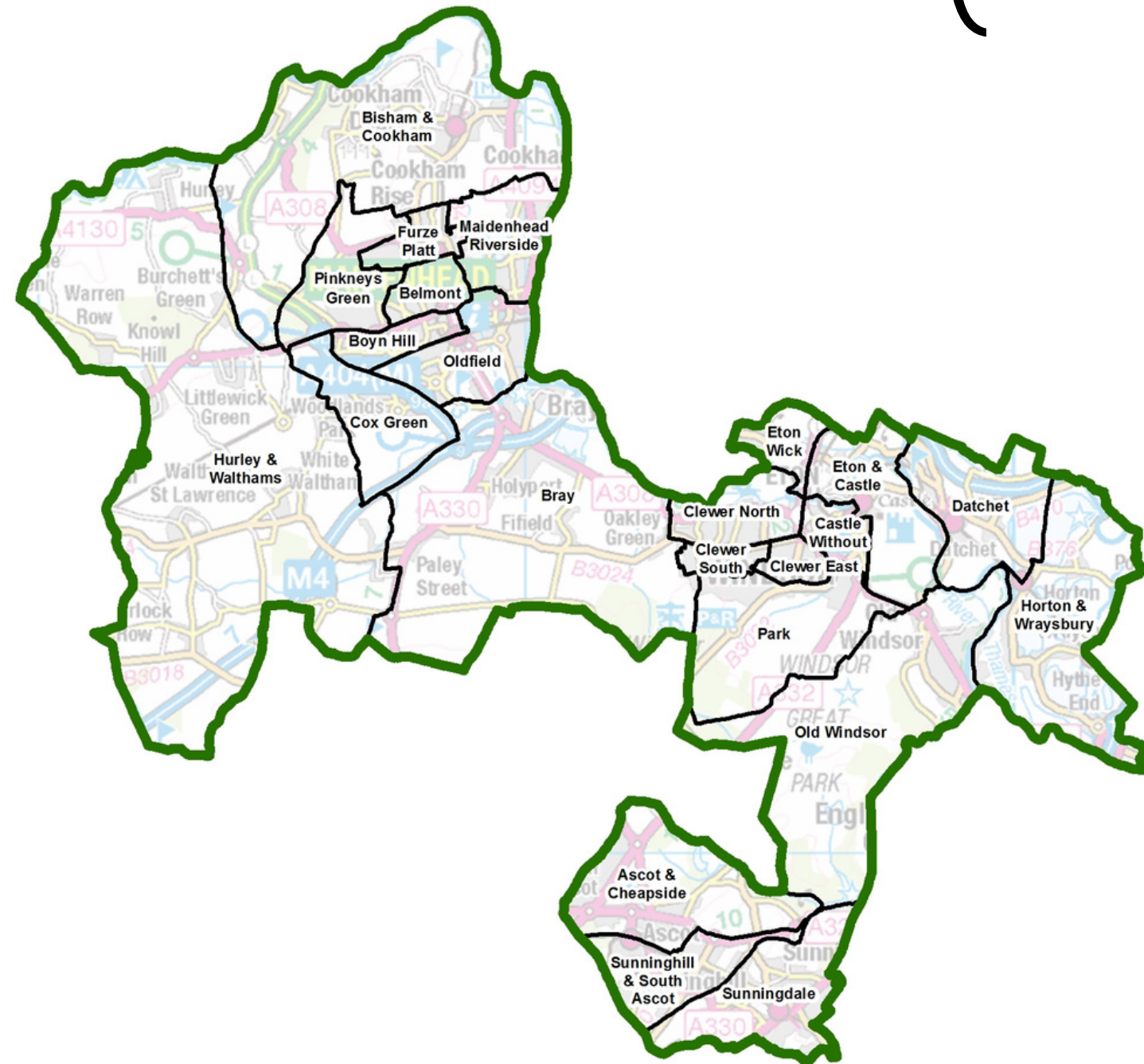
Hello!



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Education Mental Health Practitioner
East Berkshire WAM MHST

MENTAL HEALTH SUPPORT TEAM (MHST)



Windsor Ascot &
Maidenhead



Berkshire Healthcare
NHS Foundation Trust

SESSION CONTENT

- UNDERSTANDING ANXIETY
- CONTRIBUTING FACTORS
- SIGNS TO LOOK OUT FOR
- AVAILABLE SUPPORT
- SUMMARY & QUESTIONS



WELLBEING, MENTAL HEALTH, MENTAL ILLNESS



Dodge et al (2012)- the balance point between an individual's resource pool and the challenges faced.

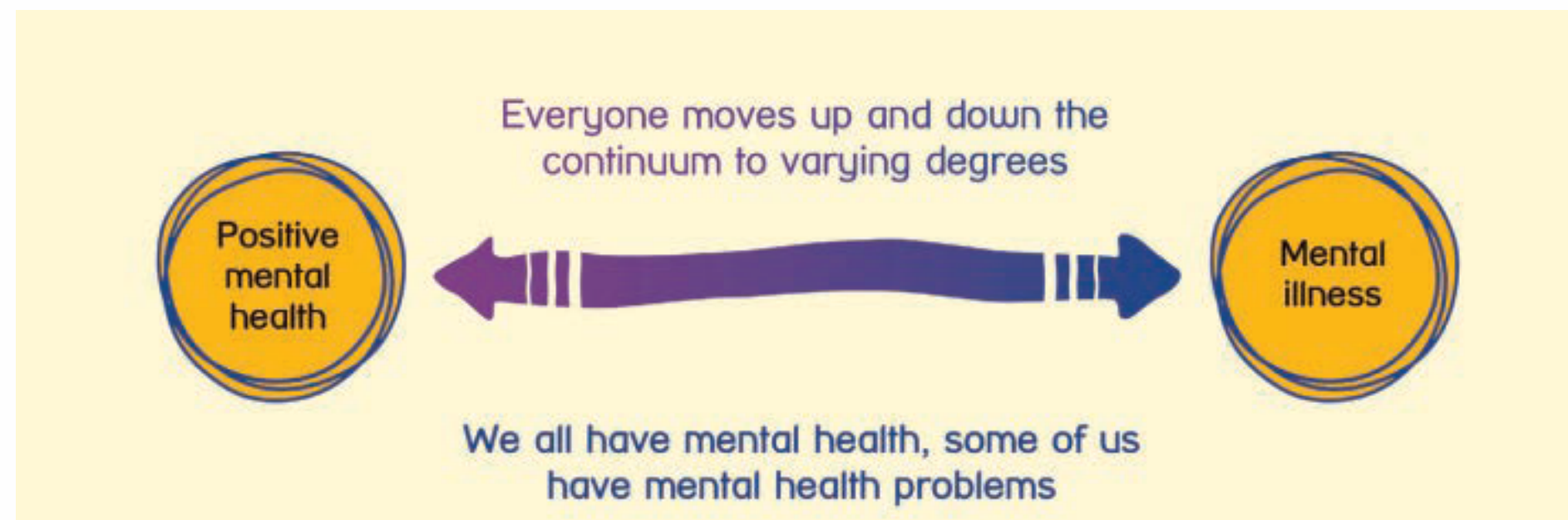
Wellbeing can be described as a broad "sense of self", and an "ability to live...as close as possible to the way we want"

WELLBEING, MENTAL HEALTH, MENTAL ILLNESS

Mental health encompasses our emotional, psychological, and social well-being.

It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices.

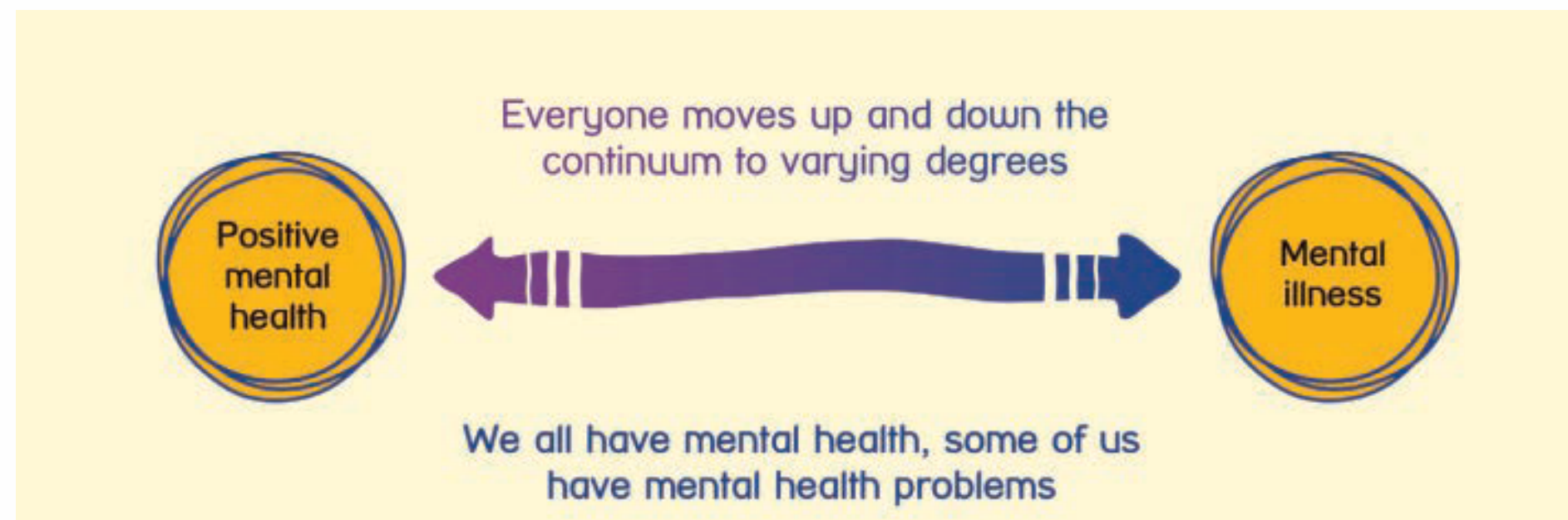
Mental health is important at every stage of life, from childhood and adolescence through adulthood.



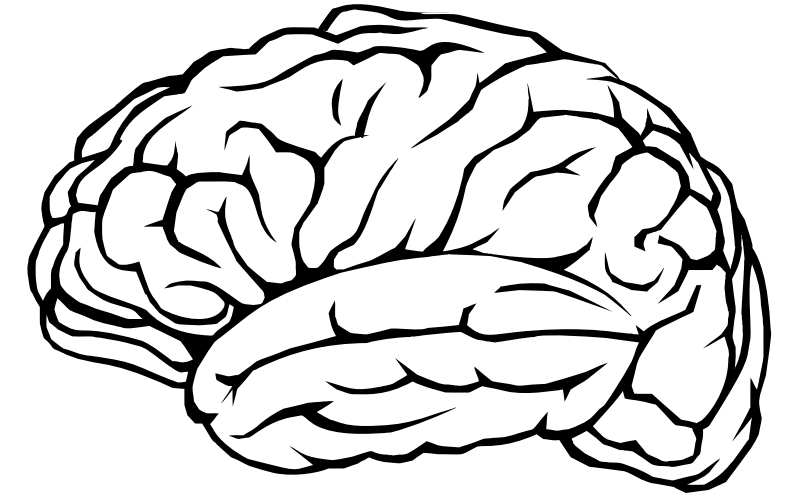
WELLBEING, MENTAL HEALTH, MENTAL ILLNESS

Mental Illnesses are specific, diagnosable health conditions involving changes in emotion, thinking, or behaviour (or a combination of the three).

Mental illnesses are associated with distress and/or problems functioning in social, work, or family activities.



Anxiety



This is the root of many of students concerns in school.

Anxiety is a natural, biological human response to perceived threat, experienced through out thoughts, feelings and physical sensations'.

Types of anxiety disorder: Generalised anxiety, Obsessive-Compulsive Disorder, Panic Disorder, Post-Traumatic Stress Disorder and Social Phobia.

Manifestation

Biological causes	Psychological causes	Social causes
<ul style="list-style-type: none">● Heredity● Neurotransmitter imbalance● Illness● Medications● Nutritional factors	<ul style="list-style-type: none">● Personality traits● Low self-esteem● Cognitive dissonance● Negative emotions● Inter and/or intra-personal conflicts● Developmental crises● Perception of situational factors	<ul style="list-style-type: none">● Adverse Life Experiences● Lack of social support● Work stress● Lack of social skills● Changing values● Conflict of societal norms● Terrorism● Natural calamities

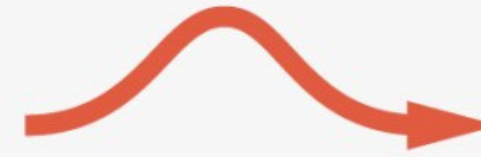
STRESS

VS

ANXIETY



STRESS



short term

in response to a
recognized threat

ANXIETY

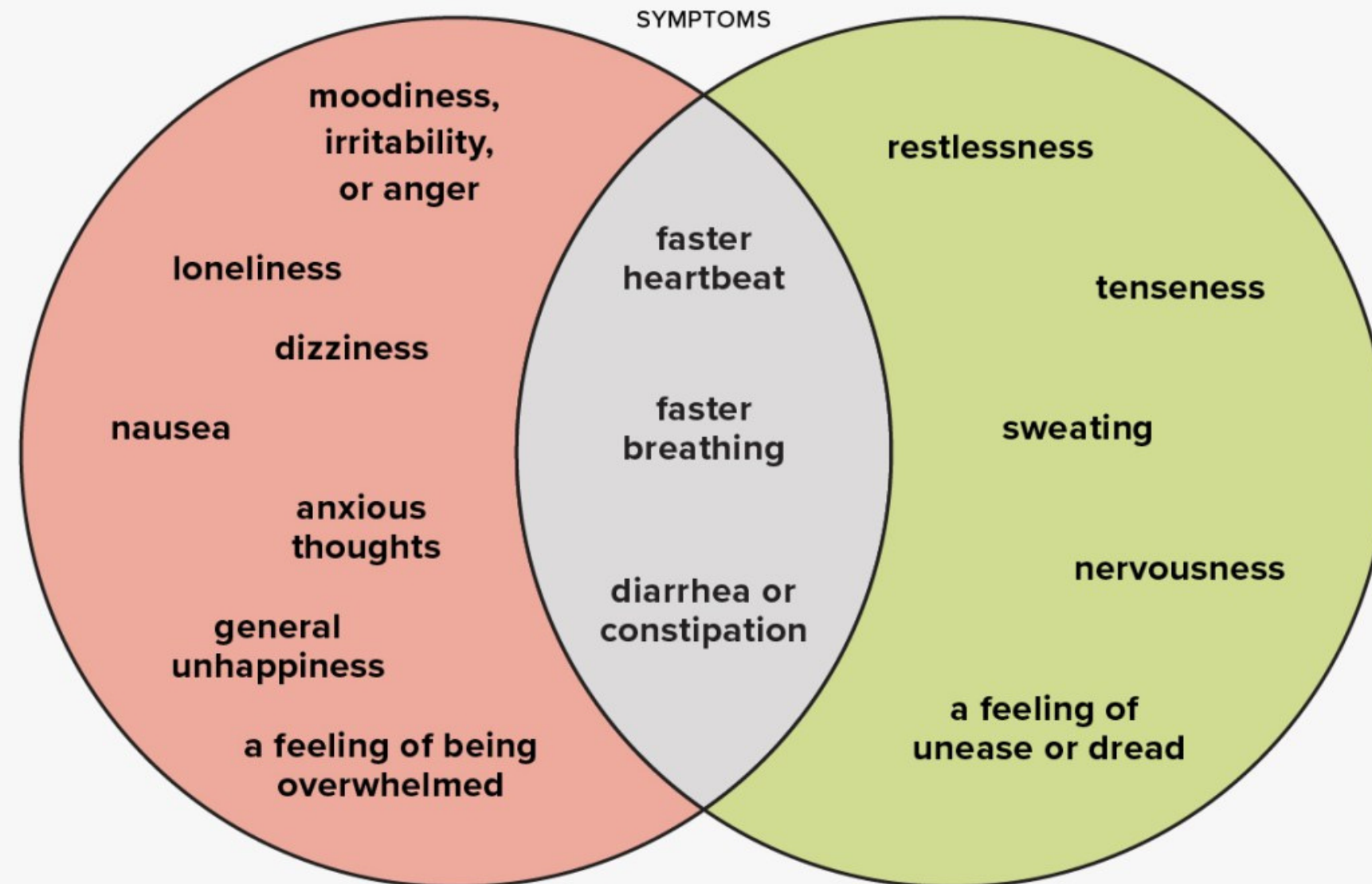


can linger

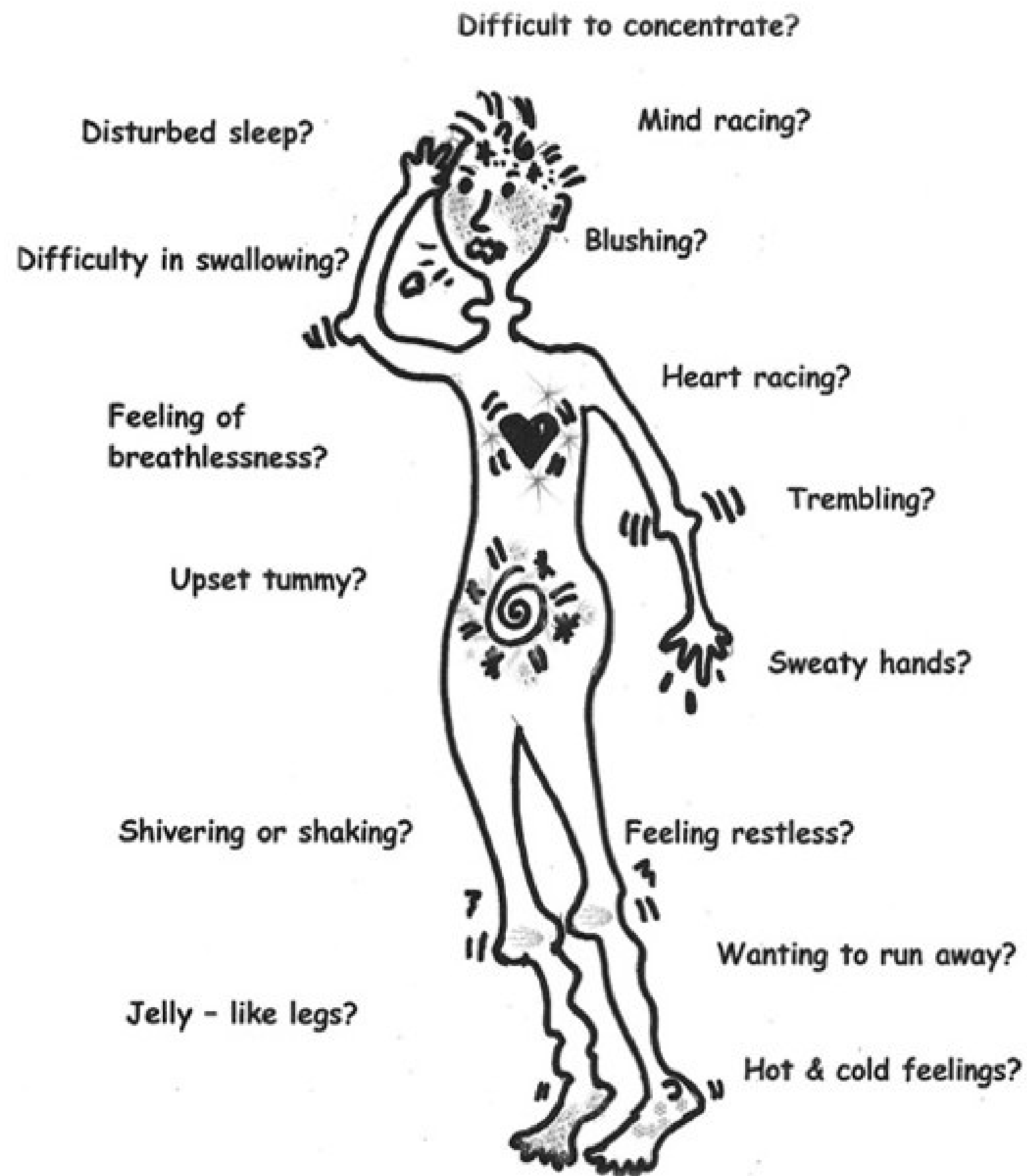
may not have an
identifiable trigger

SPAN

CAUSE /
ORIGIN



What it looks/feels like: Physical Symptoms



3 stress responses



Fight



Freeze



Flight

When the body feels stress or danger, they react in a fight or flight response or in some cases to freeze and not be able to respond.

What it looks/feels like: Behavioural Symptoms

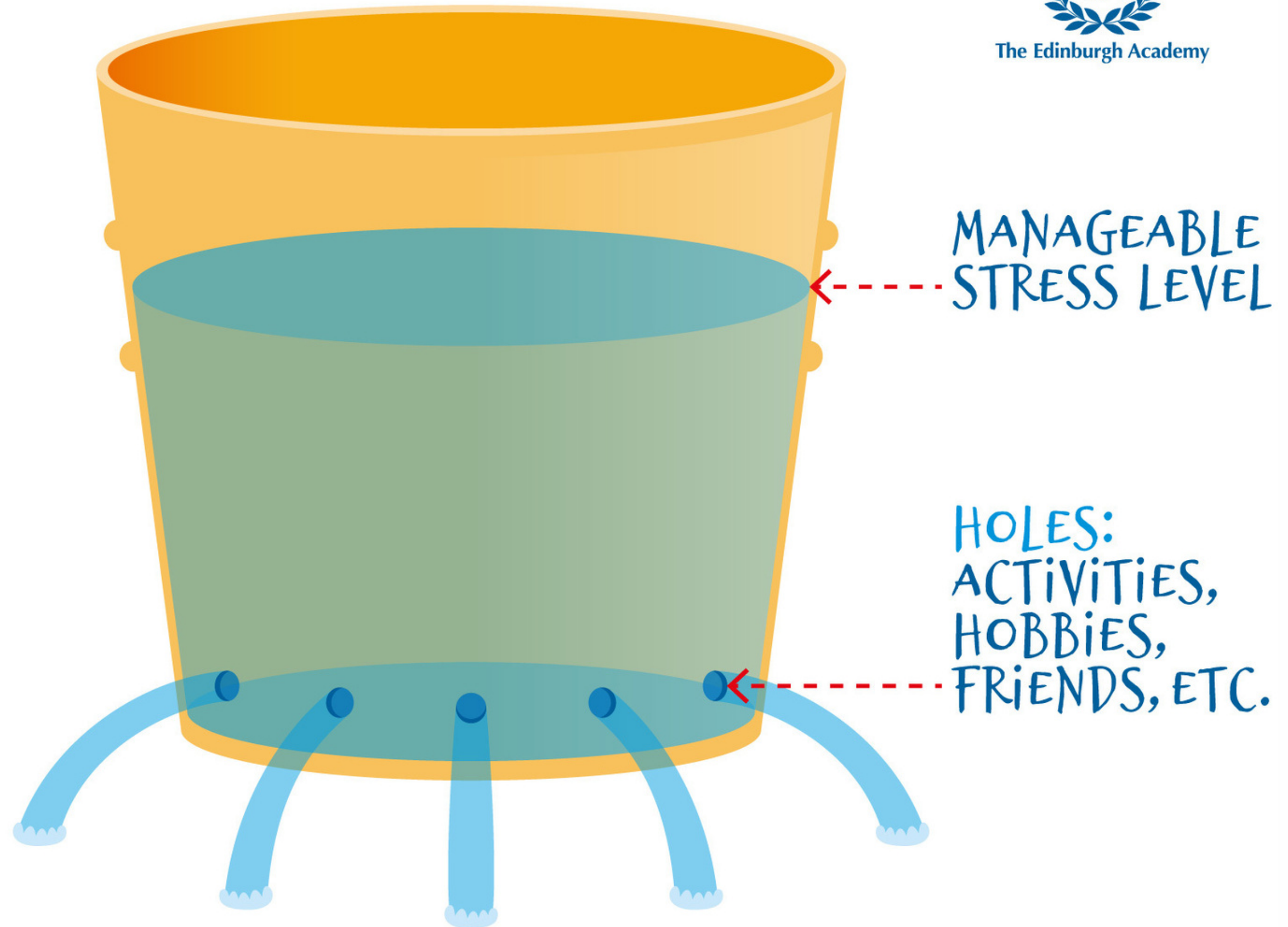
1. **ANGER**
2. **DIFFICULTY SLEEPING**
3. **DEFIANCE**
4. **LACK OF FOCUS**
5. **AVOIDANCE**
6. **OVERPLANNING**
7. **NEGATIVITY**



THE STRESS BUCKET



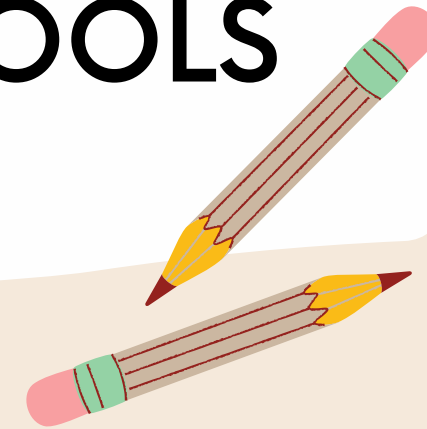
The Edinburgh Academy



Things that may help

- Understanding what Anxiety is.
- Recognising the Physical Symptoms.
- Challenging Anxious Thoughts- Are they based in reality or what ifs?
- Exercising- endorphin production.
- **Good quality sleep**- Sleep gives your brain and body time to heal.
- **Being organised**- Reduces stress.
- **Limiting social media time**- FOMO, Comparisons to others.
- **Mindfulness** – exercises that focus your mind into the present moment. Yoga, Meditation.

MENTAL HEALTH IN SCHOOLS



In **2017**, the Government published its Green Paper for **Transforming children and young people's mental health**, which detailed proposals for expanding access to mental health care for children and young people

- One proposal focused on providing additional support through schools and colleges.
- Establishing new **Mental Health Support Teams (MHSTs)**
- Provide early intervention on some mental health and emotional wellbeing issues (mild to moderate level), as well as helping staff to provide a 'whole school approach' to mental health and wellbeing in schools/colleges.

OUR TEAM

**4 X EDUCATION MENTAL
HEALTH PRACTITIONERS**

TEAM ADMINISTRATOR

TEAM LEAD

**1 X CBT THERAPIST/
CLINICAL SUPERVISOR**

**1 X SENIOR CLINICAL
PSYCHOLOGIST**



WHAT WE DO

Early
Intervention
and
prevention

Parent-led
interventions

Peer
mentoring

Whole School
assemblies

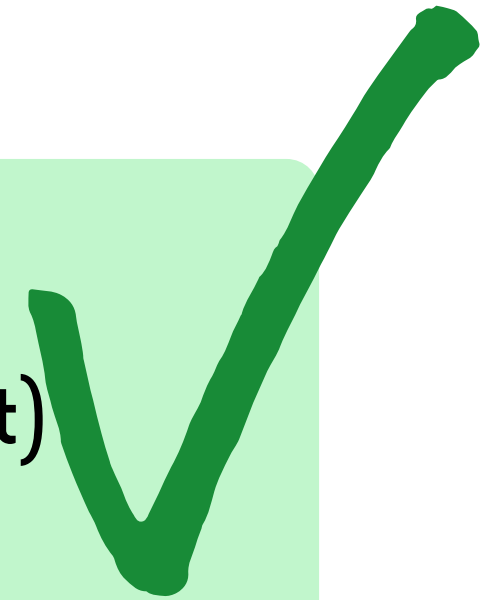
1-1 support
for CYP over
6-8 sessions

Small group
sessions

Staff
training/
workshops

What we CAN support with

- Mild to moderate mental health presentations
- Behavioural Difficulties (brief parenting support)
- Worry Management
- Anxiety e.g. Separation anxiety, Generalised anxiety
- Low Mood
- Sleep Hygiene
- Panic Management
- Assessing Self Harm and Coping Strategies
- Thought Management
- Problem Solving



What we CAN'T support with

- Conduct disorder/Anger management/Full parenting programmes
- Chronic depression
- Social anxiety disorder
- Extensive phobias e.g. blood, needles, vomit
- Sever, active, high risk self harm
- PTSD
- OCD
- Pain management
- Historical or current experiences of abuse or violence



REFERRAL PROCESS

1. CYP speaks to school staff/
school staff identify need



2. Follow referral process within
school (notify SAFE Manager who will
take to MHST consultation).
MHST referral form is then
completed with consent from
parent/carer and CYP



3. The MHST will explore how
they might support the CYP and/
or those around the CYP



Our next workshop...

Dealing with Grief and Loss

Tuesday 13th December

12-1pm

That's a wrap!

Thank you

ANY QUESTIONS?

