

Welcome to

# Early Help for Mental Health

This is Devon's new dedicated service for school staff.

# EH4MH

EARLY HELP 4 MENTAL HEALTH

Our aim is to:

Share with you the work we have been doing with the EH4MH team to bring our school in to a mentally healthier place to be, work, learn and grow.

Consider what is mental health?

Consider how we learn to be mentally healthy?

Consider how we can support our teens developing a positive approach to managing their mental health.

We would also like to raise how we look after ourselves in our role as parent changes.

# What is Mental Health?

# Mental Health: A definition

‘The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities’



# How do we learn to BE physically healthy?



# Successful Physical Health Promotion Campaigns?

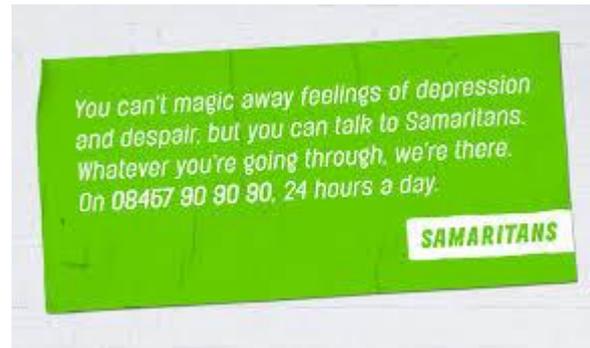
Is this the normal magic to sustaining good physical health?



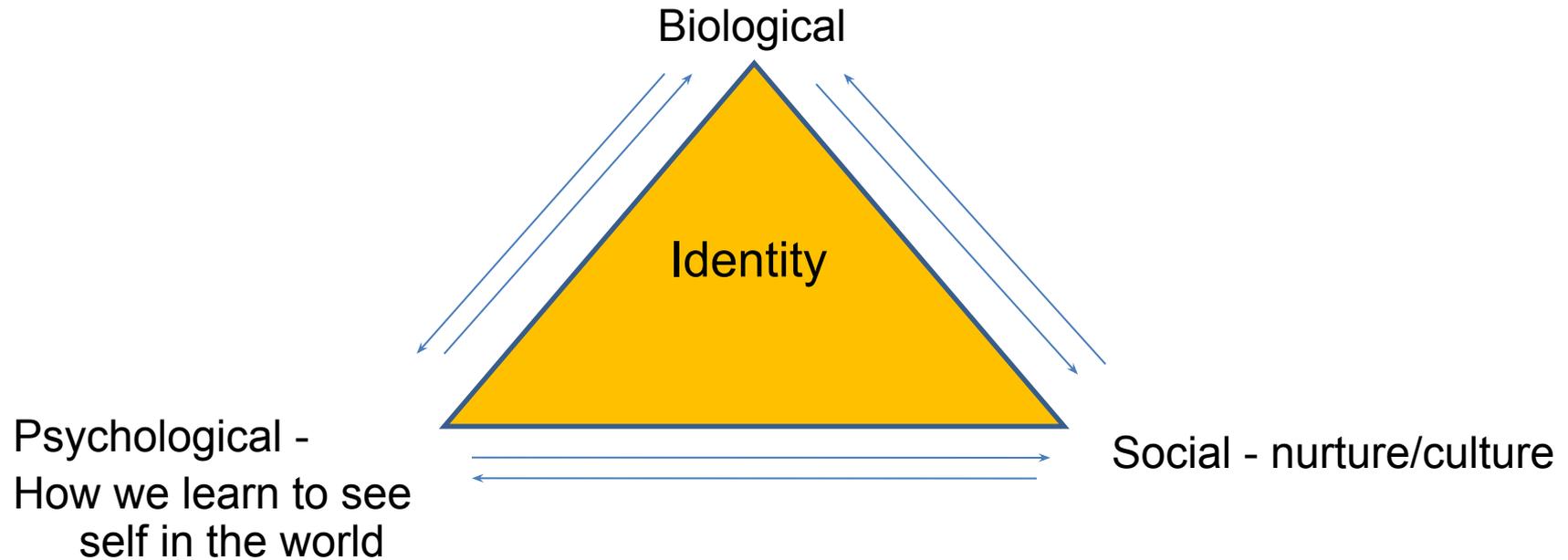
# *How do we learn to BE mentally healthy?*

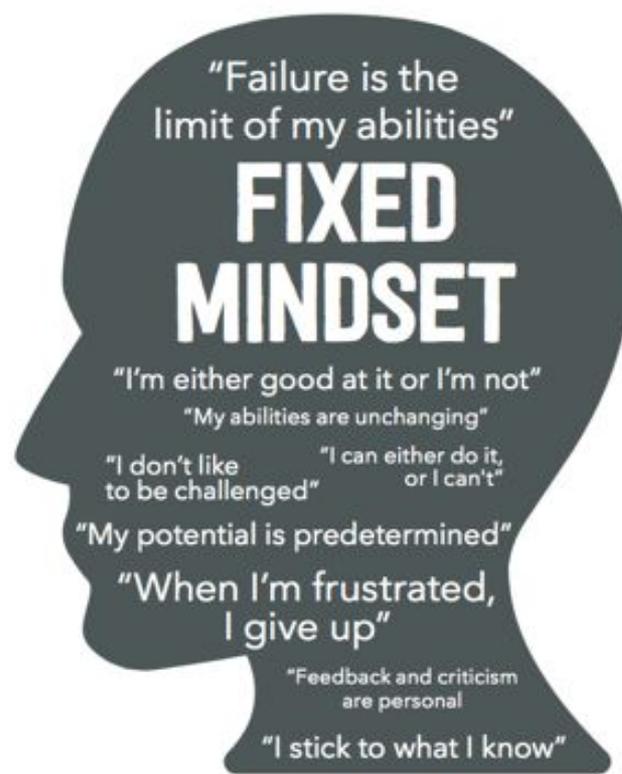
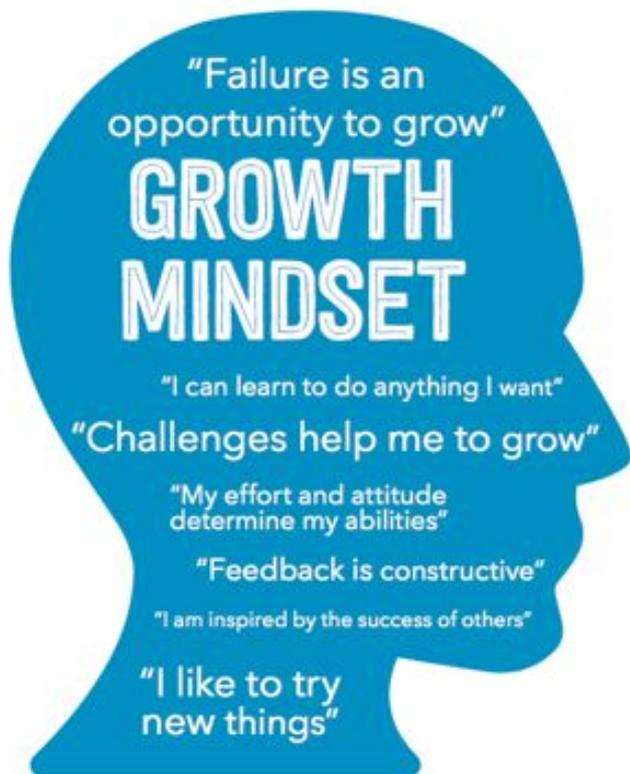


# Successful Mental Health Promotion Campaigns?



# A Bio-Psycho-Social model

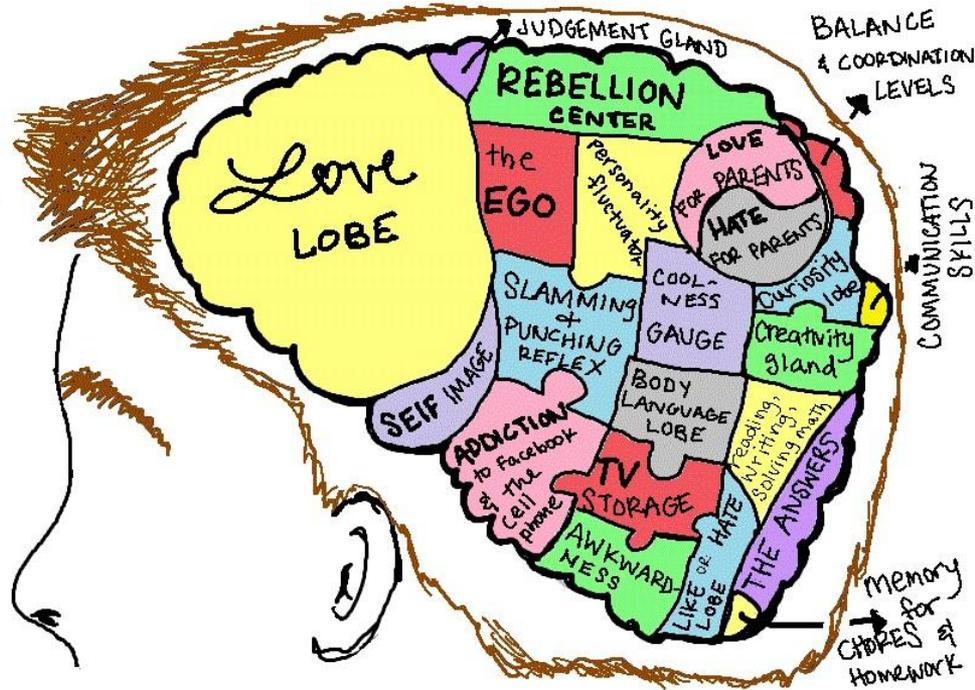




The brain does not begin to resemble that of an adult until the early 20s.



# The Teenage Brain...



# Toddlers

- Think 'It's all about me'.
- Fail to understand another person's perspective
- Have no long term plan, no self discipline
- Have no ethical code, worried about getting caught
- Use other people as a means to an end.

# Adolescent

- Think 'It's all about me'.
- Fail to understand another person's perspective
- Have no long term plan, no self discipline
- Have no ethical code, worried about getting caught
- Use other people as a means to an end.

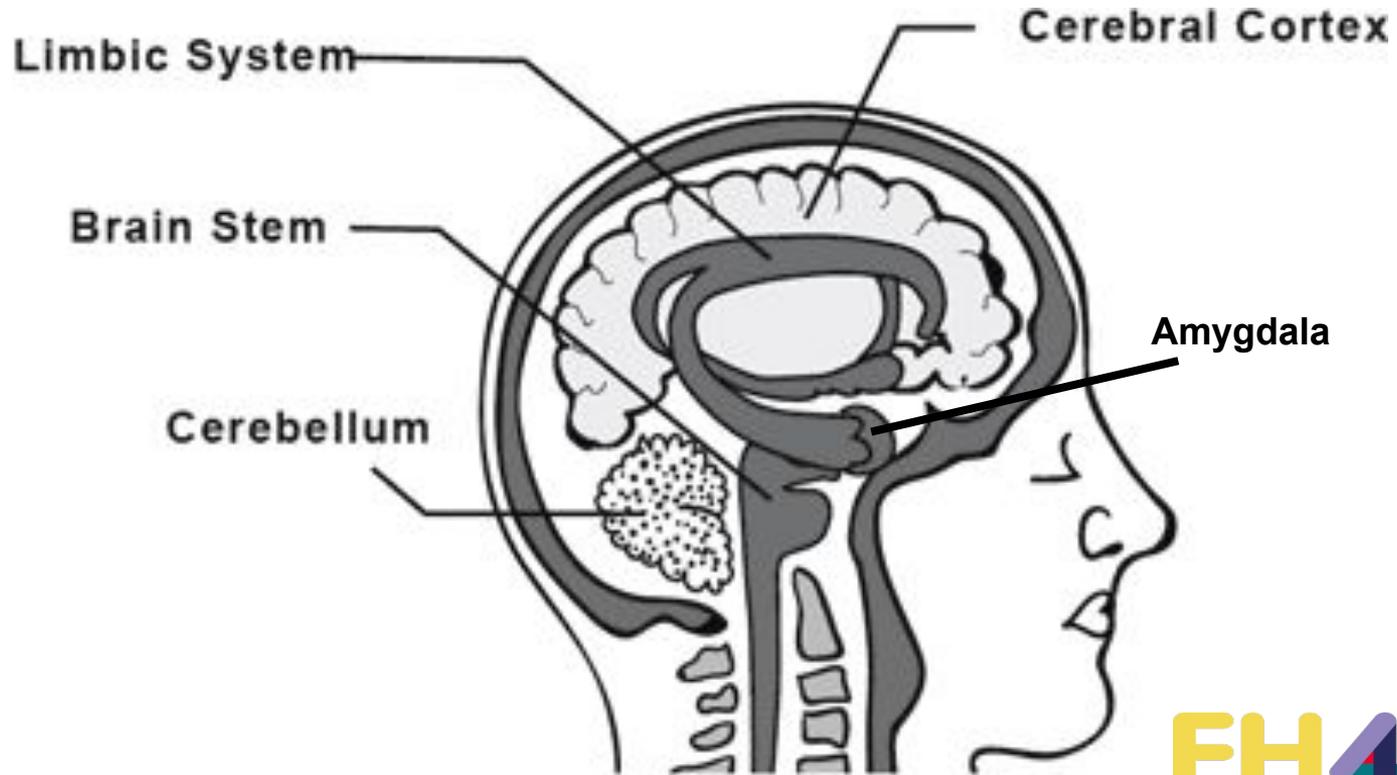
# It's doing what it's supposed to do!

- It's not broken – it's just in a necessary stage
- It may equip the person to make the transition from dependence to independence.
- The capacity for learning at this age, an expanding social life, and a taste for exploration and limit testing may all, to some extent, be reflections of age-related biology.





# This is where the limbic system sits within the brain:



# The Limbic System has the following functions:

- It is the centre for emotion control (inc. fear and aggression)
- It controls reproductive and other survival behaviours
- It influences memory
- It influences hormonal release and the autonomic nervous system.



# The amygdala:



- **Is pea-sized! But a very important component of the limbic system...**
- **The amygdala assesses and responds to direct, automatic, unconscious, sensory stimuli received from the thalamus - just as it is received from the environment, raw and unprocessed.**
- **Therefore it is all it has to work with for a brief moment, to determine an emotional response.**
- **The result is a rapid but not always appropriate response.**
- **There are also secondary and tertiary amygdala inputs...**



# Simple scenario to demonstrate the workings of the amygdala

Your friend decides to play a joke on you. She hides behind the door, intending to jump out and surprise you. When you enter the room, she does just that, making a loud noise as she does so.

*The primary and secondary amygdala inputs* would happen so close together they would appear simultaneous - you would become aware of the sudden appearance of someone jumping out and a loud noise.

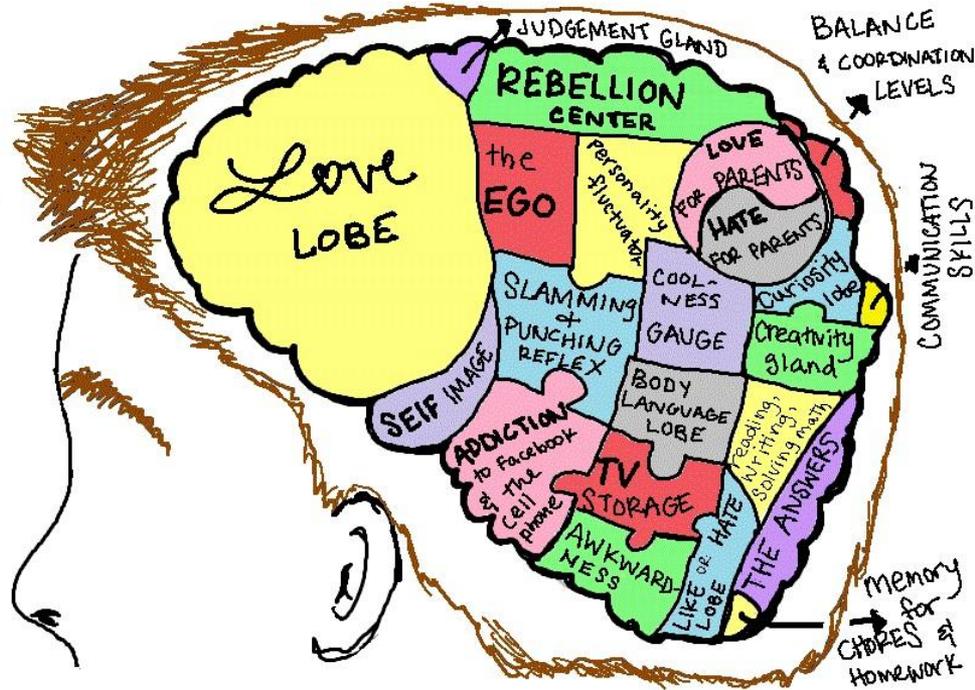
This could be anyone or anything, a potential threat to safety. In a purely automatic defensive strategy, you are likely to attempt to move out of danger and perhaps lash out physically.

Along with perhaps some terse language or a scream, there could be some very rapid physical changes - e.g. cardiovascular system would show a dramatic rise in pulse rate and blood pressure.

But very quickly, the *tertiary amygdala input* will allow some recognition of who this person is and what their intentions were. Your response would then be modified once the tertiary input has established the true nature of the surprise.



# The Teenage Brain...

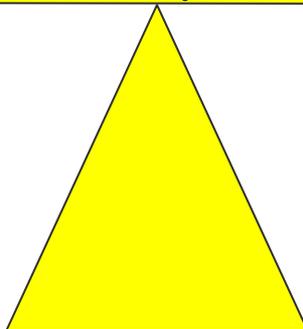




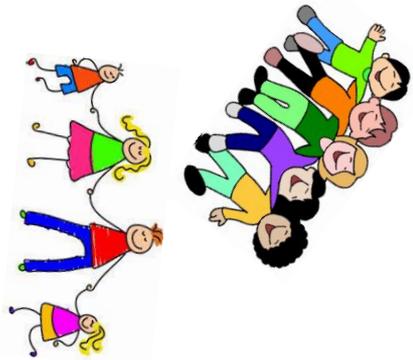
Positive

Steady

Negative



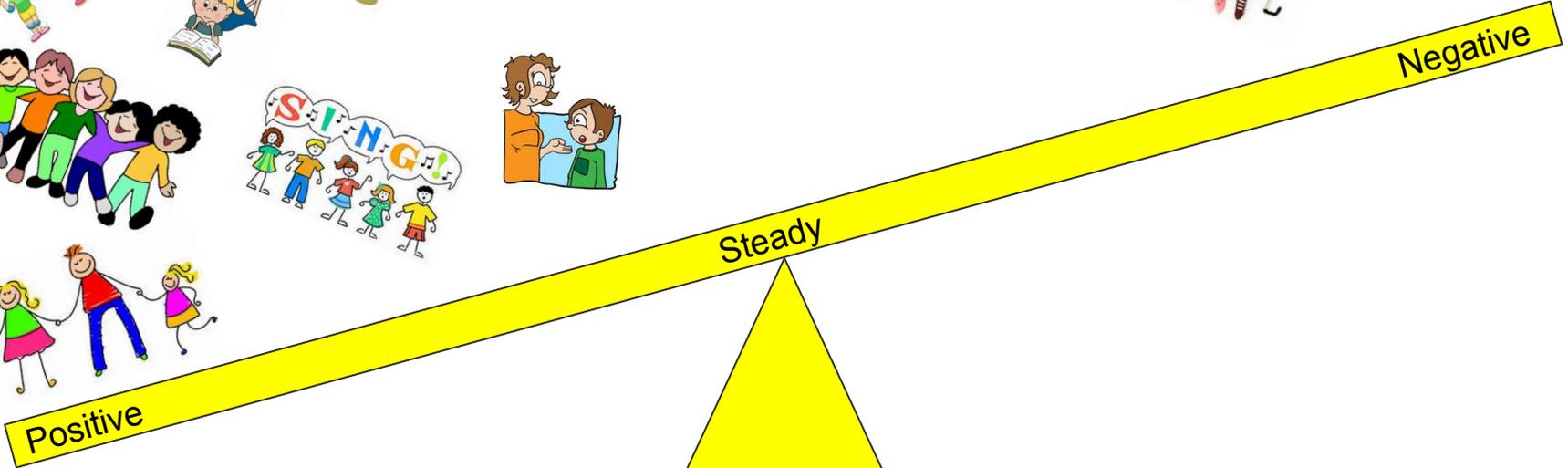
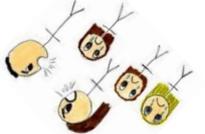
Positive



Steady



Negative





## Ostrich Style

**'Burying head in sand'**

**Avoid thinking or talking about problems.**

**Signal given: too busy and unavailable to support.**

**'Swerving' the issue.**

## Kangaroo Style



**Protective**

**wanting to keep everyone safe, as if in a pouch.**

**Too accommodating and controlling**

**Inner rescuer at play.**

## Jellyfish Style



**Wobbly, see through, and reactive to a prod.**

**Being in a raw emotional state, with all feelings close to the surface.**

**May be swept away by currents of emotion and beliefs.**

**Intense and visible reactions.**

# How are we Being?

# And communicating that Being?



## Dolphin Style

**A calm, warm, nurturing style**

**Guiding, coaching, encouraging and subtle.**

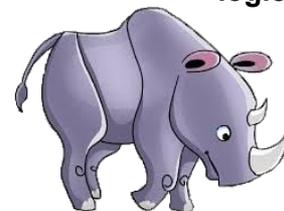
**Think of calmly swimming alongside and gently nudging in the right direction occasionally.**

## Rhinoceros Style

**Attempts to persuade and convince the person to change by argument**

**As if charging at and trying to smash through the behaviour and beliefs using logic.**

**Rushing in to make change.**





**Do you need to put a lid on your 'inner rescuer'?**

**And explicitly notice out loud how the child or young person is able to help themselves...**



## *Our very own Normal Magic*

To repair, recover and sustain good mental health these are musts:

Talk about your feelings.

Ask for Help.

Take a Break.

Eat Well.

Stay Hydrated.

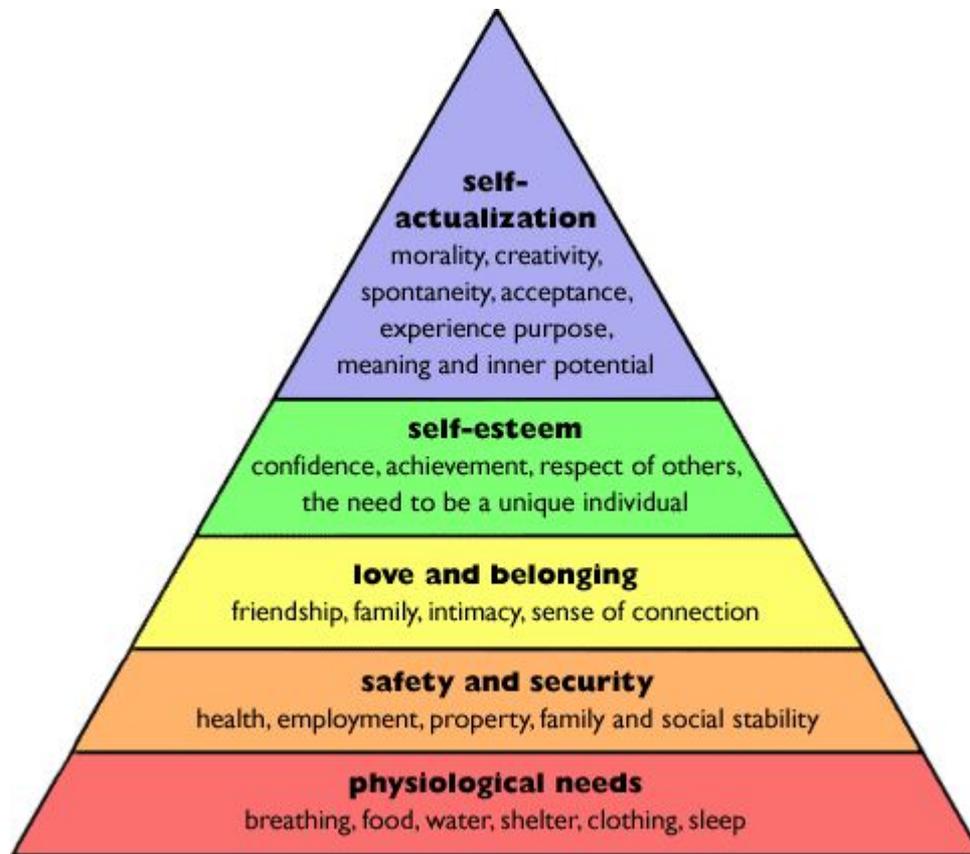
Keep in Touch with People you Care About.

Stay Active in Mind and Body

Do Something you are Good at and Enjoy

Actively Care for Others

Be Proud of your very Being

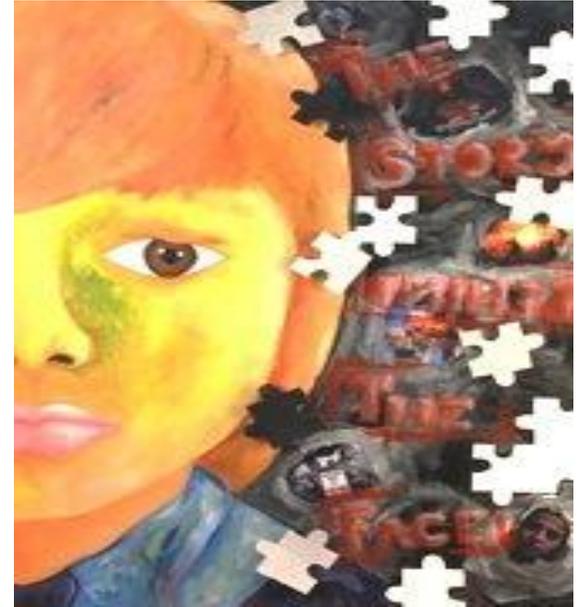


Maslow: 1943

## Some things young people tell us

- Notice our distress and be helpful!
- Stigma affects us all – it's about time we were able to talk about how we feel
- Growing up is difficult – support us when change happens in our lives
- See beyond our labels
- Don't let us get lost in the system
- We are the experts on us, start listening to us

*(Children and Young People's Manifesto: YoungMinds 2009)*



**M** = ME! How you are BEING is crucial to successful listening. Check the lid on your inner rescuer.

**A = Active Listening**

**G** = Generate their “what next.”

**I** = Inspire and be Inspired

**C** = Compliment - notice and feed the qualities of the Growth Mindset.

# Let's have a think about the impact of what we say...

*“Not you again...”*

*“I haven't got time for your nonsense today”*

*“Stop thinking about it”*

*“Don't worry about it, it'll be alright”*

*“Don't be silly...”*

*“Don't be stupid, we've talked about this”*

**How does that leave you feeling...?**

## Validate their experience and need for support

How do you know your young person is feeling heard by you?

*“I hear what you are saying...”*

*“You’re very good at explaining what’s going on for you...”*

*“I’m pleased that you’ve come to me to figure this out...”*

# What about the impact of...

*“I’m really proud of you for noticing that you feel like...”*

*“Well done you for recognising you’re feeling like...”*

*“Thank you for sharing that with me, I like being here for you...”*

**How does this response make you feel?**

## **Help them without helping them!**

**Encourage problem solving.**

**Notice out loud to the child or young person what they are doing well in that process.**

**This will help to install the belief within the child or young person that they can cope in the situation and will help them to rewrite their self-image.**

## Tips: Inspire and be Inspired

Whatever your child/young person has suggested as their calm down and moving on method..

Go with it! Even if you think there are better choices....they are learning the 'right' answers for themselves and they won't learn it if you keep giving them your answer!

*“Wow...I love that idea, it's one of your 10 a day! I really am inspired by your efforts today”*

*“That sounds like you now have a plan....I love a plan from our 10 a day.”*

*“It sounds like you know what your brain needs to feel looked after and rested, you have reminded me how important it is to look after our mental health - thank you.”*

*How do you bring the formula into our everyday conversations?*

*We go the extra mile and rain noticing and praise on our next generation whenever they are trying or achieving looking after their mental and physical health.*

*Some typical phrases that talk to the Growth Mindset of our children and young people in everyday conversations might be:*

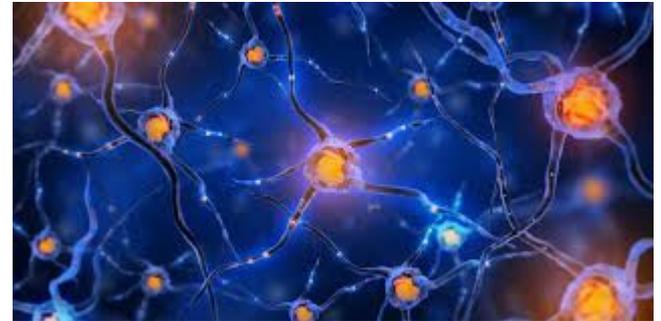
*“You have really worked hard at working that out”*

*“I love how you ask for others ideas when you are stuck.”*

*“I notice you are great at thinking about solutions when problems pop up.”*

*“I like that you have chatted that over with your friends too”*

*“Thank you for your kind words.”*



# Wellness Recovery Action Plan

I know when I feel good because I notice myself to be:

I know when my mood needs balancing because I notice myself to be:

Things I know help me balance my mood are:

To keep my mental health balanced my daily maintenance plan includes:

These are the people I choose to contact when I need help or distracting:

This is how I rest my brain and relax:



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Keep in Touch with People you Care About.

Stay Active in Mind and Body

Do Something you are Good at and Enjoy

Actively Care for Others

Be Proud of your very Being

**Thank you!**

Reminding your young person there is  
always someone there to talk to:

Young Devon  
Kooth

For parents:

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

[www.samaritans.org](http://www.samaritans.org)

*“I’ve learned that people will forget what  
you said, people will forget what you did,  
but people will never forget how you  
made them feel”*

*Maya Angelou*