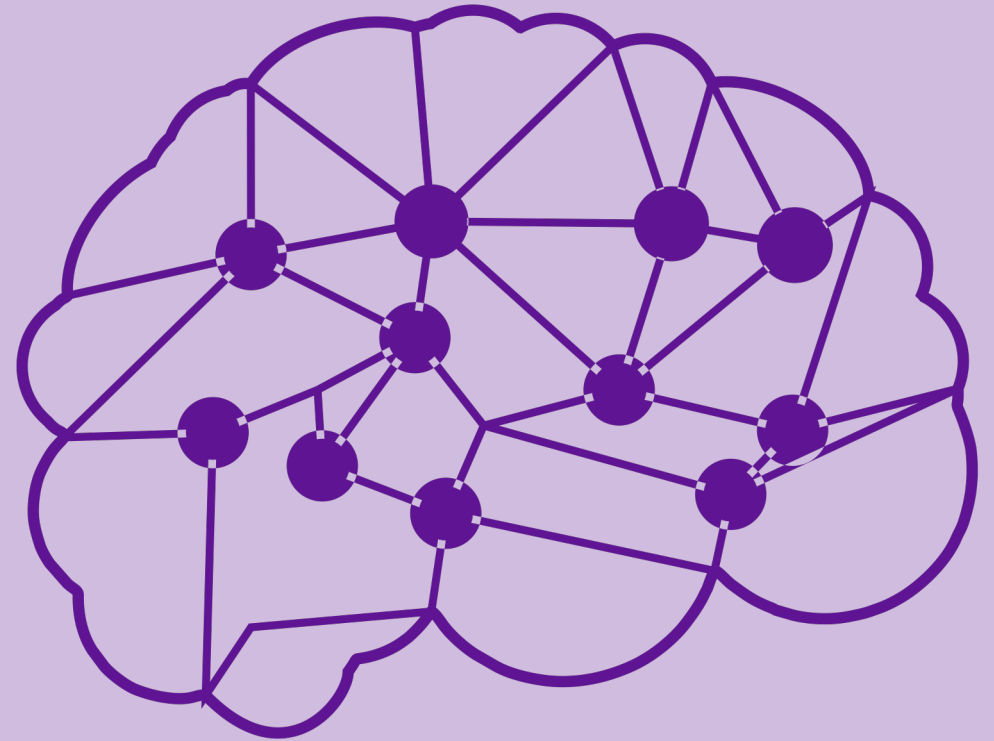


WIGAN MHST
SUPPORTING YOUR
CHILD'S MENTAL
HEALTH & WELLBEING
DURING YEAR 11

28TH SEPTEMBER 2023



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Mental Health**
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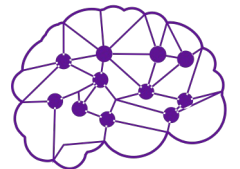
WIGAN MHST SUPPORTING YOUR CHILD IN Y11

AGENDA

- INTRODUCTION TO THE MHST TEAM
- UNDERSTANDING EXAM STRESS
- HEALTHY HABITS TO MANAGE STRESS
- RESOURCES AND PRACTICAL TIPS TO SUPPORT YOUR CHILD














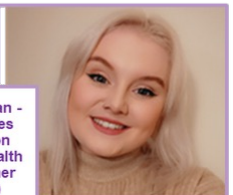




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MEET THE TEAM

 <p>Sonia Cunningham - Operational Manager</p>	 <p>Sally Mellor - Team Administrator</p>	 <p>Natalie Benson - CBT Therapist</p>	 <p>Chris Wood - Trainee CBT Therapist</p>	 <p>Paula Derbyshire - CBT Therapist</p>
 <p>Nicola Diggle - Mental Health Practitioner</p>	 <p>Chloe Murphy - Mental Health Practitioner</p>	 <p>Rachel Williamson - Mental Health Practitioner</p>	 <p>Amy Sixsmith - Mental Health Practitioner</p>	
 <p>Romy Kale - Education Mental Health Practitioner (EMHP)</p>	 <p>Omari Thomas - Education Mental Health Practitioner (EMHP)</p>	 <p>Sarah Abbott - Education Mental Health Practitioner (EMHP)</p>	 <p>Megan Jones - Education Mental Health Practitioner (EMHP)</p>	
 <p>Chloe Swan - wick-Jones Education Mental Health Practitioner (EMHP)</p>	 <p>Karen McDonald - Education Mental Health Practitioner (EMHP)</p>	 <p>Vacancy- Education Mental Health Practitioner (EMHP)</p>		



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CORE FUNCTIONS OF MHST

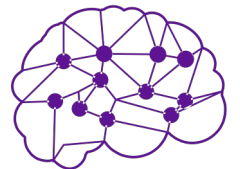
To deliver evidence-based interventions for mild-to-moderate mental health issues

To give timely advice to school and college staff, and liaise with external specialist services to help children and young people to get the right support and stay in educational approach

To support the senior mental health lead (where established) in each school to introduce or develop their whole school approach



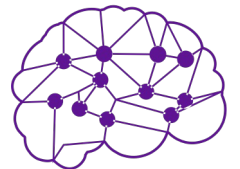
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MHST BRIEF INTERVENTIONS

WORRY
(GENERALISED
ANXIETY)

SPECIFIC
PHOBIAS

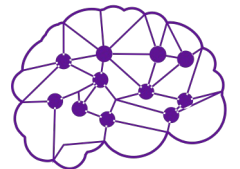
LOW MOOD

SLEEPING
DIFFICULTIES

PARENTING
WITH ANXIETY
(UNDER 12S)

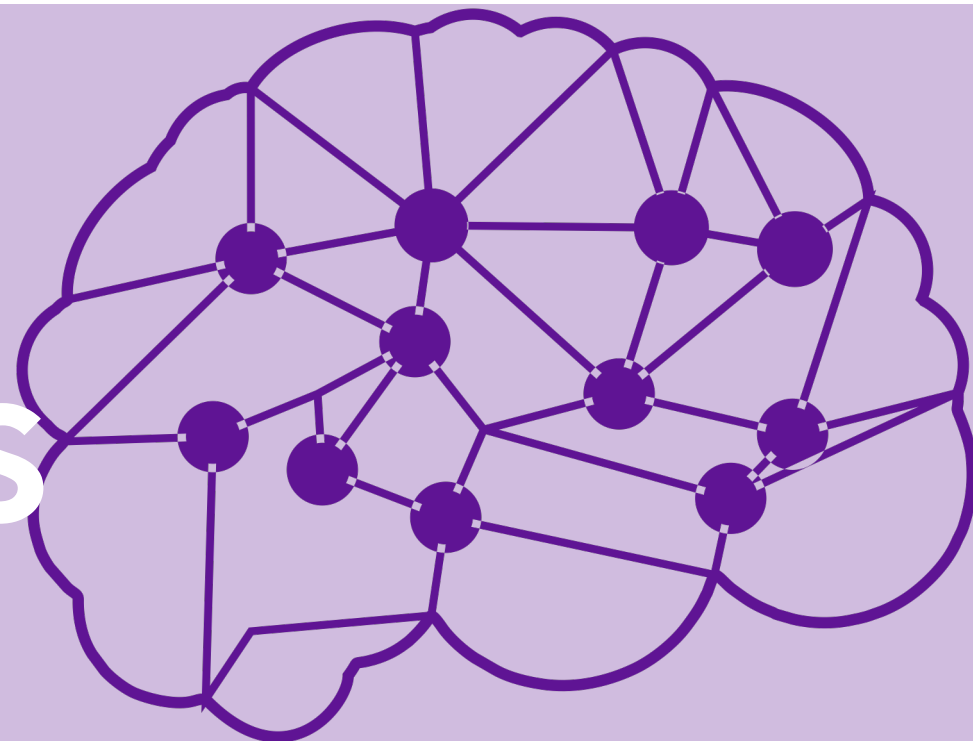


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EXAM STRESS

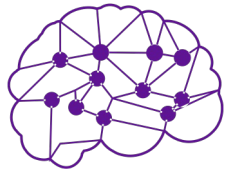


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IMPACT OF
EXAMS ON
OUR MENTAL
HEALTH

“Exam stress describes the emotional, physiological and behavioral responses caused by an imminent test or exam. It can be related to negative previous experience of exams, poor preparation, worry about failure, or pressure to perform. For children and young people who are generally anxious, the experience of taking exams can be threatening and could lead to unmanageable increases in anxiety levels.”

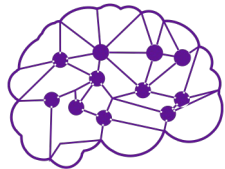
(Reference: Anna Freud Centre)



WORRY IS PART OF DEVELOPMENT

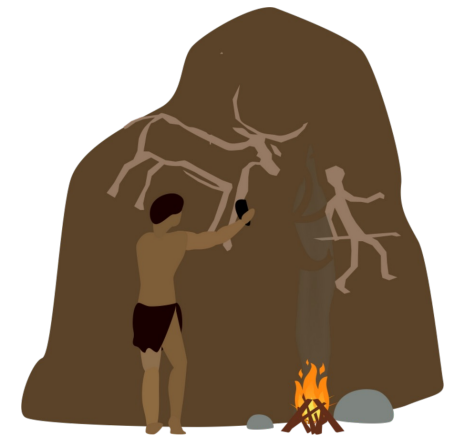
UNCERTAINTY IS
CERTAIN BUT FEAR
AND WORRY
ARE OPTIONAL.

Worrying is like sitting
in a rocking chair. It
gives you something to
do but it doesn't get you
anywhere. *~English proverb*

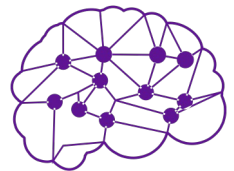


OUR BODIES RESPONSE TO STRESS

- When we have a thought our bodies respond to what we are thinking.
- Fearful thoughts set off a warning alarm in the body to give us a better chance of survival (Fight or flight response).
- The warning alarm causes changes in our body (increased adrenaline, faster heart and breathing rate, muscle tension, decreased digestive activity, movement of blood to key muscles and the brain). These changes help us to run and think faster, see better, be stronger, heal better and heal quicker.
- If you don't know why you these changes in your body happen it can feel frightening.



THE FIGHT, FLIGHT, FREEZE RESPONSE



THE FIGHT, FLIGHT, FREEZE RESPONSE

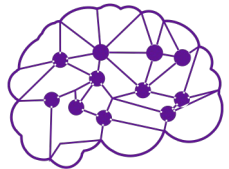
WE NEED WORRY

IT IS A NORMAL ALARM SYSTEM,
THAT
EVERYONE HAS.
THE EMOTIONS WE FEEL COME
AND GO BUT IS NOT DANGEROUS

FREEZE

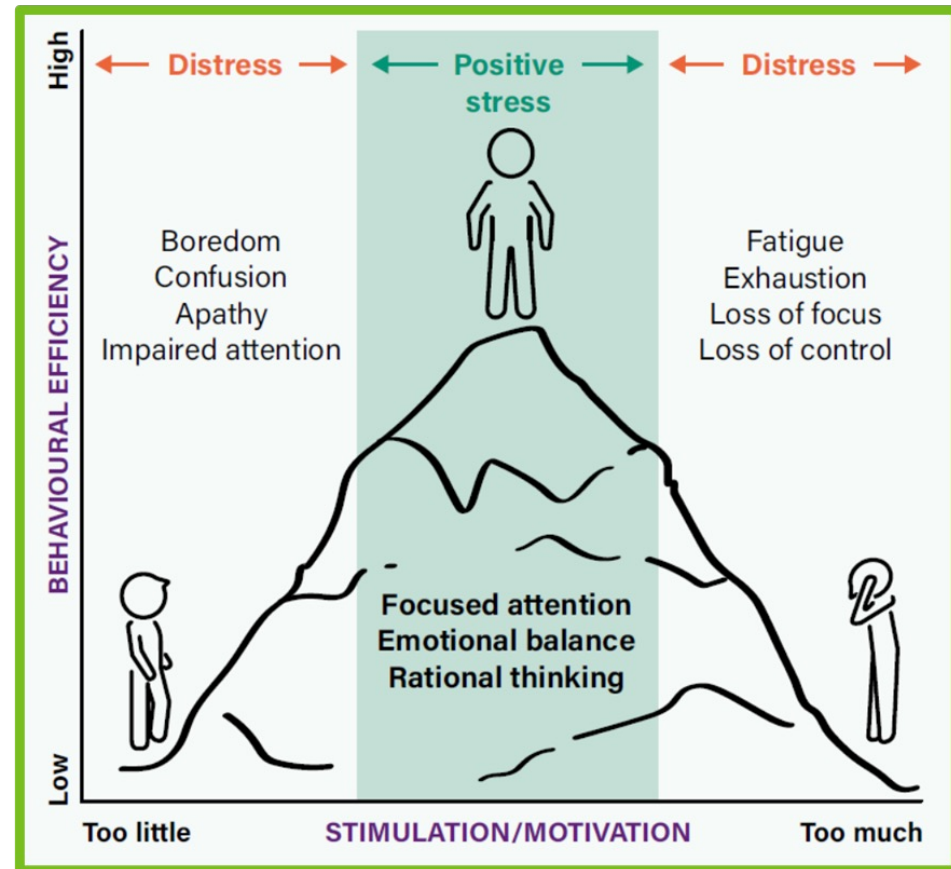
FIGHT

FLIGHT



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STRESS CAN SOMETIMES BE USEFUL TO ENHANCE OUR MOTIVATION OR PERFORMANCE, BUT IT CAN BECOME A PROBLEM WHEN IT INTERFERES WITH OUR EVERYDAY LIFE. THIS IS WHEN WE MIGHT NEED SOME EXTRA HELP.



THE AMYGDALA HIJACK

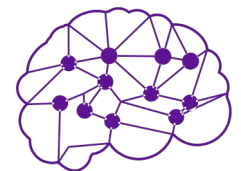
THE AMYGDALA

The amygdala is always on the look out for danger and when it senses danger it sends signals and chemicals to other parts of the body. That danger might be real danger (if your safety is threatened) or it might be activated when you exaggerate how dangerous something is. Either way, when the amygdala is really active, it fires signals and chemicals around your body that prepare us to fight, flight or freeze. When this happens we stop using our logical part of our brain (our frontal lobes)

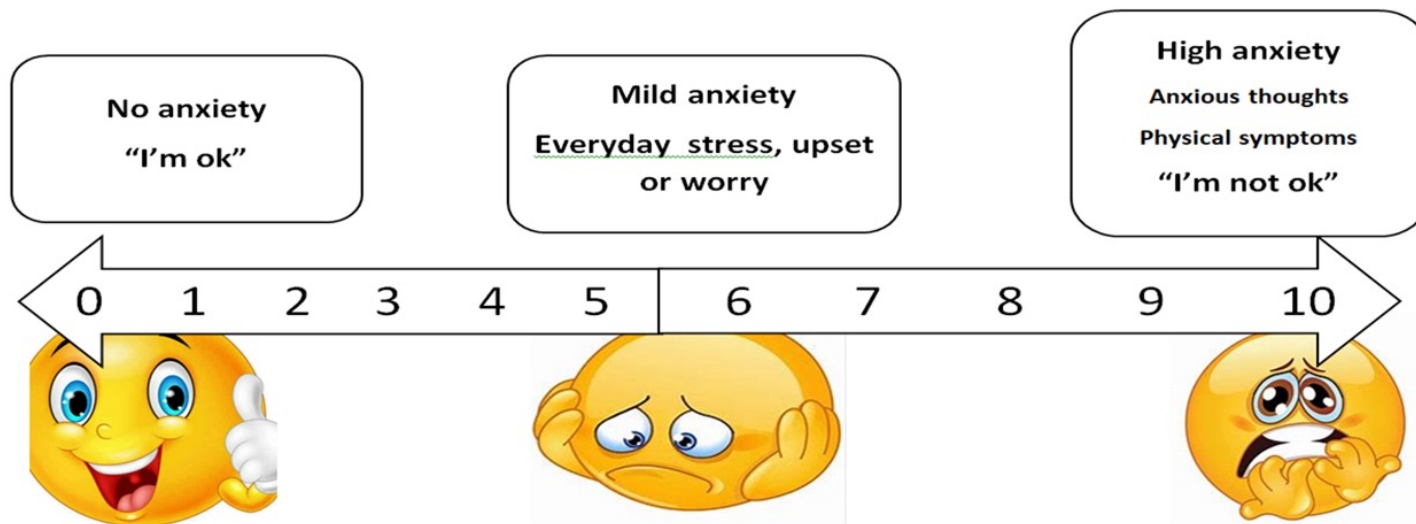


FRONTAL LOBE - THE THINKING BRAIN

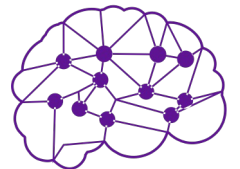
This is your human brain responsible for thinking, planning, making logical decisions, imagining things and remembering things.



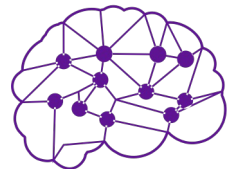
ANXIETY AS A CONTINUUM



Anxiety is caused by our perception of threat.
Anxiety put simply is the overestimation a
perceived threat and underestimation our
ability to cope.

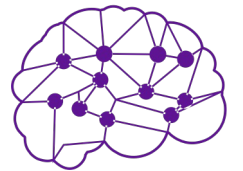


WIGAN MHST SUPPORTING YOUR CHILD IN Y11



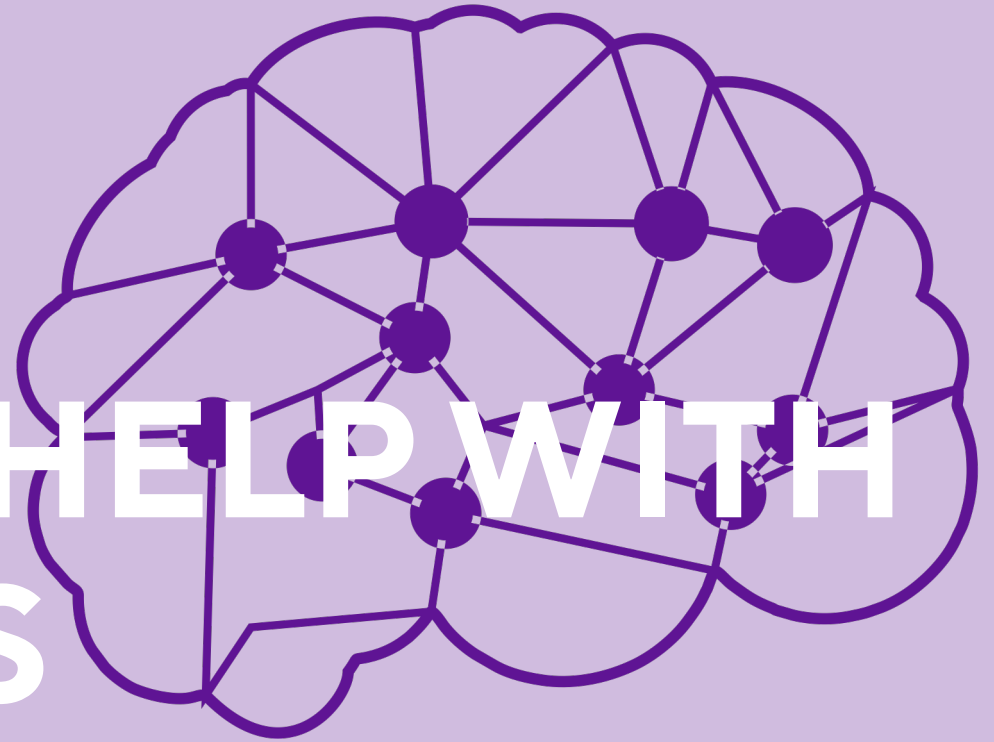
SIGNS OF ANXIETY & STRESS

- MUSCLE TENSION
- RESTLESSNESS
- FATIGUE
- IRRITABILITY
- SLEEP PROBLEMS
- CONCENTRATION PROBLEMS



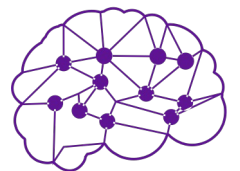
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TOP TIPS TO HELP WITH EXAM STRESS



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HEALTHY HABITS



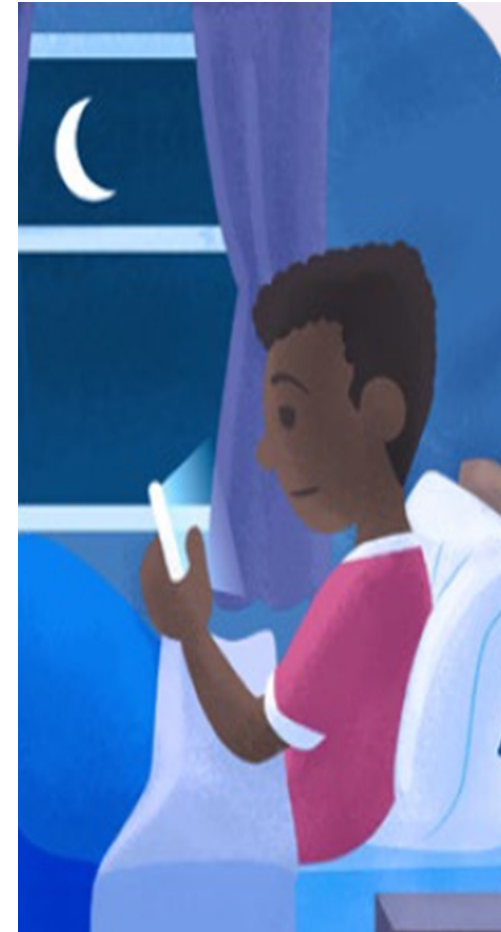
HEALTHY HABIT - SLEEP

Good sleep is essential for a young person's wellbeing and has proven advantages for memory and performance. However, during adolescents changes in the brain can mean that teenagers' body clocks are not set for early starts. Over time this can lead to 'sleep debt' which might impact on their everyday functioning. Sleep problems can also be associated with mental health difficulties, and life stressors at school and/or home. They can signal that something is not right for that young person and they need help.

(Reference: Anna Freud Centre)

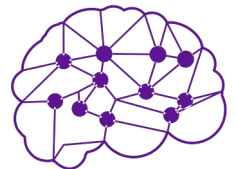


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HEALTHY HABIT - SLEEP

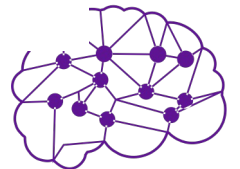
- 1 Ask them how they slept and keep an eye out for any changes to their sleep pattern.
- 2 Advise them to cut out any after school napping.
- 3 Avoid stimulants such as caffeine, nicotine and energy drinks after 4pm.
- 4 Exercise: Even 10 minutes can drastically improve sleep quality. But avoid strenuous workouts close to bedtime.
- 5 Make sure that their sleep environment supports sleep. Encourage them not to keep their phones by the side of their bed and to put their phones away before 9pm.
- 6 Encourage them out of their rooms: Exposure to sunlight during the day helps to maintain a healthy sleep-wake cycle..
- 7 Support them to establish a regular relaxing bedtime routine.



CREATE HEALTHY BALANCE

OUR MOOD CAN BE GREATLY AFFECTED BY WHAT
WE DO, WHEN, AND WITH WHOM.

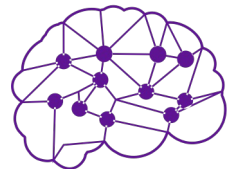
IN ORDER TO MAINTAIN A HEALTHY SENSE OF
WELLBEING, WE NEED TO BALANCE WHAT WE DO.
WE CAN USE THE ACRONYM ACE TO HELP US
REMEMBER...



COMMUNICATION

Our brains are not fully developed until we are between 22 - 25 years old. It is normal during adolescence for there to be lower reasoned/rational thinking, more impulsiveness and a tendency to respond emotionally. In addition, taking another persons perspective into account can be difficult. Because your child's brain is still developing you can help during their GCSEs by supporting them to;

- Regulate their emotions,
- Plan their revision
- Think more realistically



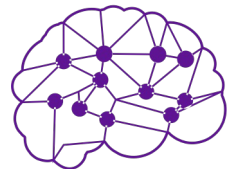
COMMUNICATION

Step (1) Empathy “Connect before correct” – Recognise all emotions as being natural, normal and not a matter of choice. Take on the child’s perspective.

Step (2) Validate and label their feelings Be present, take notice and really listen. “You appear to be feeling angry, It’s understandable that you might feel angry given how much pressure you are under. I sometimes feel angry when I am under pressure too”.

Step (3) Set limits “You are angry that I’ve taken your phone. We agreed that I would take your phone away when you are trying to revise because it helps you to stay focused. Shouting at me is not ok. I will keep your phone safe and you can have it back in one hour”.

Step (4) Problem solving Next time you are feeling like this what can you do? What options do you have? What is the best option? What do you need to do to give this a try?



WHAT DO YOU NOTICE?

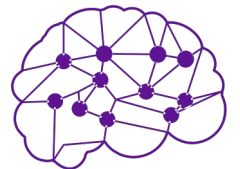
1. $1 + 1 = 2$

2. $2 + 2 = 4$

3. $2 + 3 = 6$

4. $2 + 6 = 8$

5. $5 + 5 = 10$

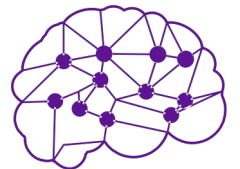


COPING SELF-TALK

When faced with a threatening or stressful situation, young people tend to think very negatively about themselves and their performance, predicting the worst.

Coping Self-Talk aims to replace worrying thoughts with more helpful thoughts that are likely to support resilience.

For example: "I've done this before even though I have worried about it"



COPING SELF-TALK

"This might be tricky but I will be able to cope"

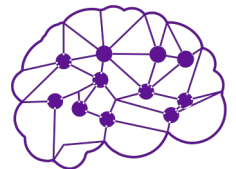
"I am proud of myself for what I have already achieved"

"I have coped with difficult things before, I can do it now"

"Although I feel scared, I am not in danger"

"It is ok not to know everything. I am still learning"

NB: COPING SELF-TALK NEEDS TO BE REALISTIC. (NOT "EVERYTHING ALWAYS GOES WELL")



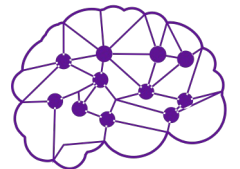
COPING SELF TALK

If you notice you or your child worrying, you can practice replacing the unhelpful thought with a positive, coping thought.



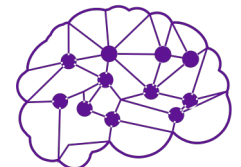
It may be helpful for your child to identify 3 coping sentences to repeat to themselves when they are worrying.

Some young people also find it helpful to write their coping self-talk statements down

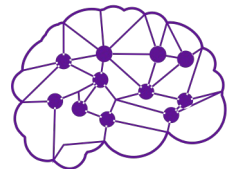
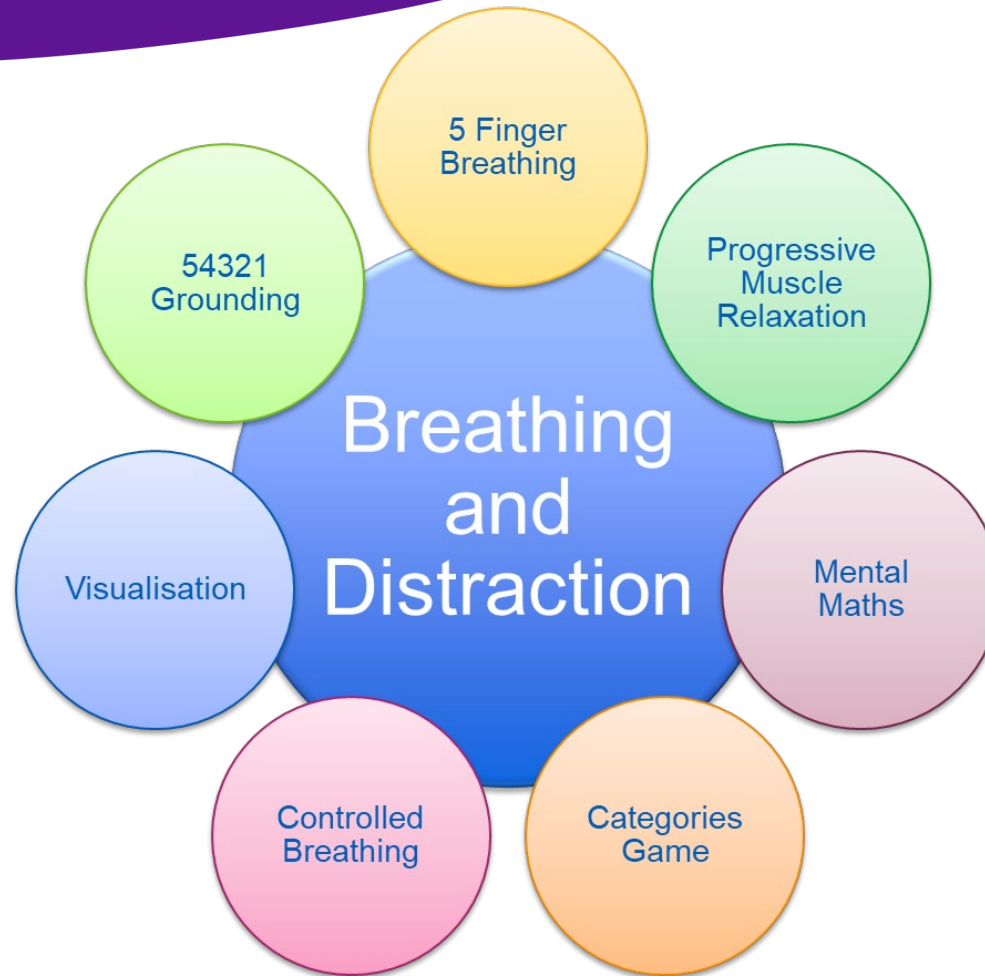


HEALTHY HABITS: PROBLEM SOLVING

What is the problem : I have no motivation to revise and I have fallen behind with my Science revision				
Brain storm potential solutions	Advantages of this	Disadvantages of this	List from best to worst idea	What steps do you now need to take
Revise every day to catch up.	I would get back on top of revision. I would feel like I was doing something to solve the problem. Mum and Dad would be pleased and will see that I am trying so there would be less arguments.	I can't be bothered revising and I won't stick to this. Revising everyday feels like too much pressure and even the thought of it stresses me out.	3	
Develop a realistic revision plan and try and stick to it	I could break up revision into manageable chunks and plan regularly breaks to relax. I won't feel as stressed or pressured. Even if I manage only 30 minutes a night it's more than I am doing now.	Mum and Dad would want me to do more than I feel able to manage and might not agree with my revision plan.	1	<ol style="list-style-type: none"> 1. Develop a revision plan. 2. Talk to Mum and Dad about how I am feeling. 3. Speak to my teacher and get some advice.
Speak to me teacher and ask for some help	She could tell me what subjects to focus on and she knows where I am doing well and where I struggle. This would help to focus my revision. Other people might be struggling too and the teacher might suggest <u>doing</u> some in class revision with us.	My teacher is stressed about the exams and only thinks about her subject. She might suggest doing a lot more than I feel able to do.	2	



BREATHING & DISTRACTION TECHNIQUES



BREATHING & DISTRACTION TECHNIQUES

5 - 4 - 3 - 2 - 1 GROUNDING TECHNIQUE

This techniques helps to distract you from your thoughts and focus on the present moment



5

*Things
you can
see*



4

*Things
you can
hear*



3

*Things
you can
touch*



2

*Things
you can
smell*



1

*Things
you can
taste*

Room Search

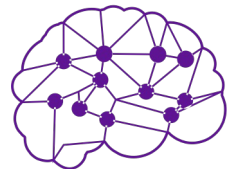
Think of a category and search the room for it. For example, look for:

- Everything that is a ... colour
- Everything that is a ... shape
- Things that feel of...
- Things made of ...

Finger Breathing



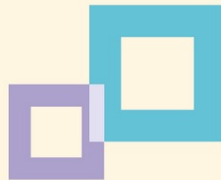
- Use your index finger to trace around the edges of the fingers on your opposite hand.
- Count 1, 2, 3, 4 and breath in as you go up the first finger.
- Count 1, 2, 3, 4 and breath out as you go down the finger.
- Repeat until you have traced up and down all five fingers, breathing 1, 2, 3, 4 in and 1, 2, 3, 4 out each time.



CREATING A SELF-CARE PLAN

Creating a self-care plan

For young people in secondary schools or college



 **Anna Freud**
building the mental wellbeing of the next generation

Physical activities

Suggested physical activities:

1. Eat a healthy diet



"I think it helped as I was taking care of myself and swapping processed food for healthier alternatives gave me more energy, which allowed me to take up more hobbies and socialise."

Read more about what young people have said about maintaining a healthy diet and [avoiding certain foods](#).

2. Try some relaxation techniques



"The days can easily become busy and potentially be overwhelming, so having a few minutes in your day just to be aware of your breathing and become fully relaxed can calm the mind completely."

Read more about what [relaxation techniques](#) young people recommend.

3. Time away from technology



"You may think your phone is essential and without it there is nothing to do, but just see how it feels to take yourself away from it for a bit. It doesn't have to be for long but can make a whole lot of difference."

Read more about how time [away from technology](#) can help your mental health and wellbeing.

4. Exercise regularly for 30 minutes



"You can release any stress, anger or tension you have! Doing exercise is also refreshing and gives you time away from work, your phone or staying in doing nothing all day. Being active can help your mind and body to feel better!"

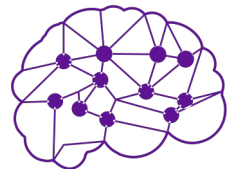
Read more about the wellbeing benefits of [physical exercise, walking and sport](#).

5. Dance



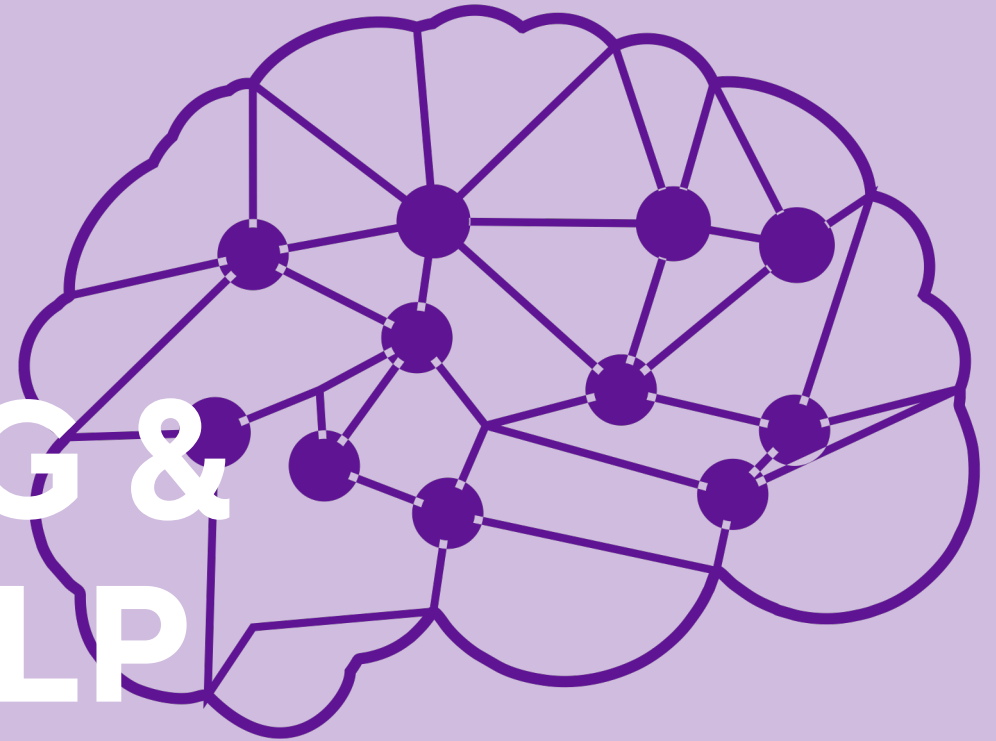
"If you need to find a way to let off some steam or put yourself in a good mood, put on your favourite songs and have a little boogie in the living room. Even small movements make a big difference."

Read more about how [dance](#) can help you manage your wellbeing.



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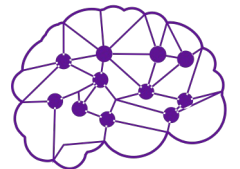
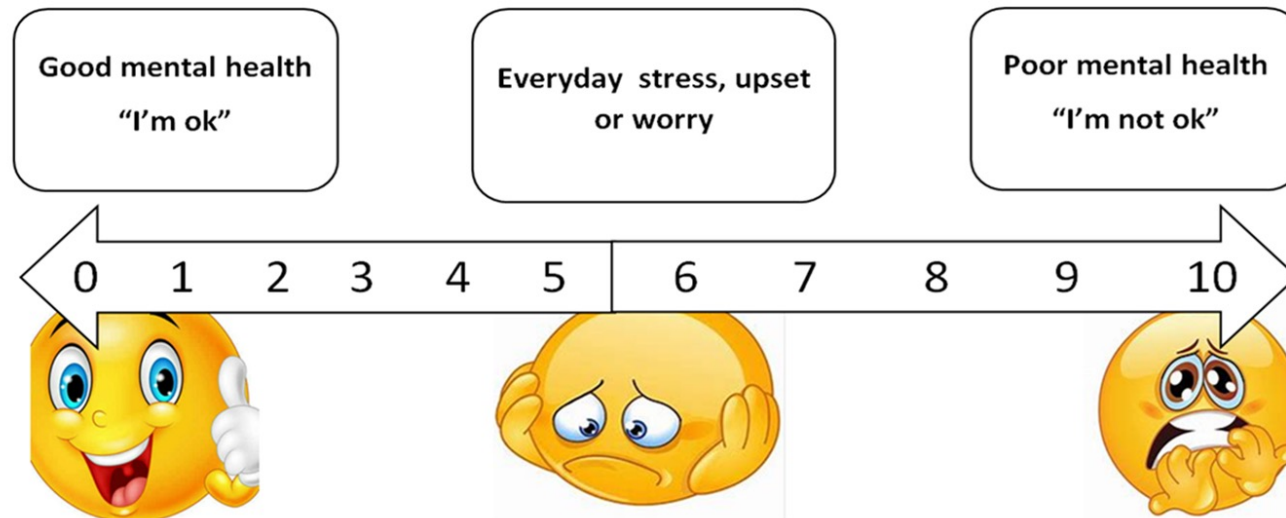
SIGNPOSTING & FURTHER HELP



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WHEN TO SEEK FURTHER SUPPORT?

Mental health as a continuum



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SIGNPOSTING



CLEAR FEAR

WHERE TO GET
EXTRA SUPPORT



Anna Freud
National Centre for
Children and Families

**YOUNG
MiNDS**

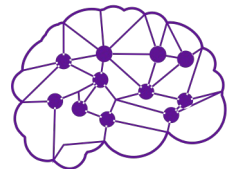
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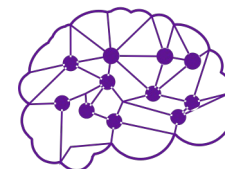
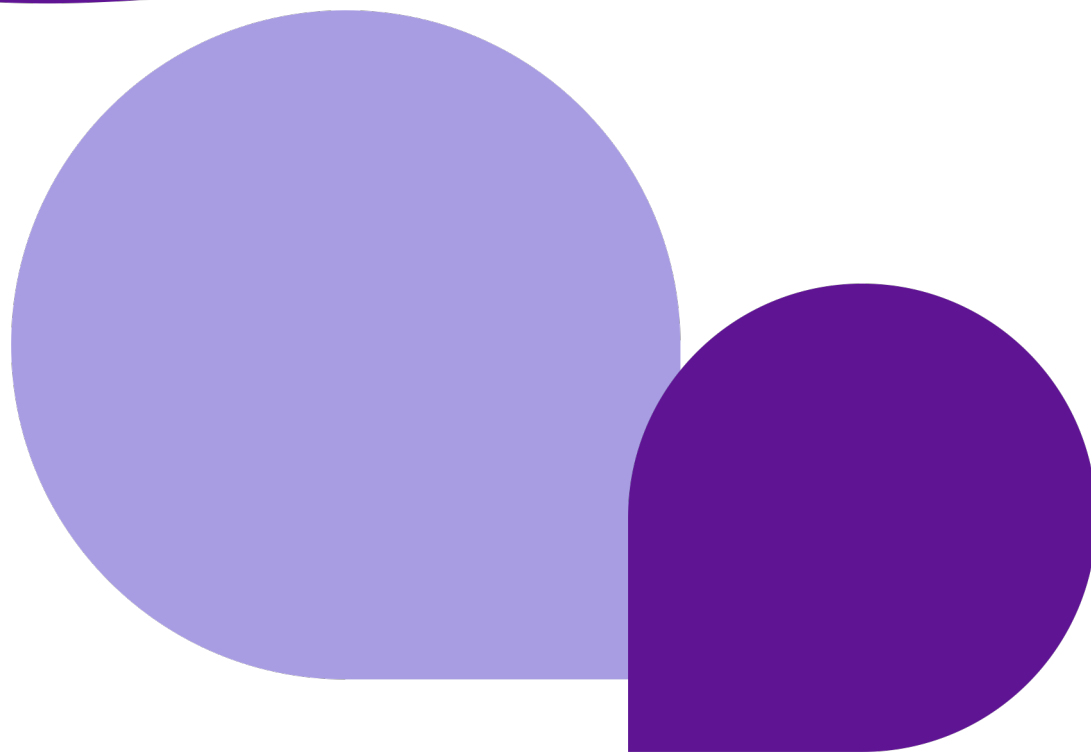
childline

ONLINE, ON THE PHONE, ANYTIME

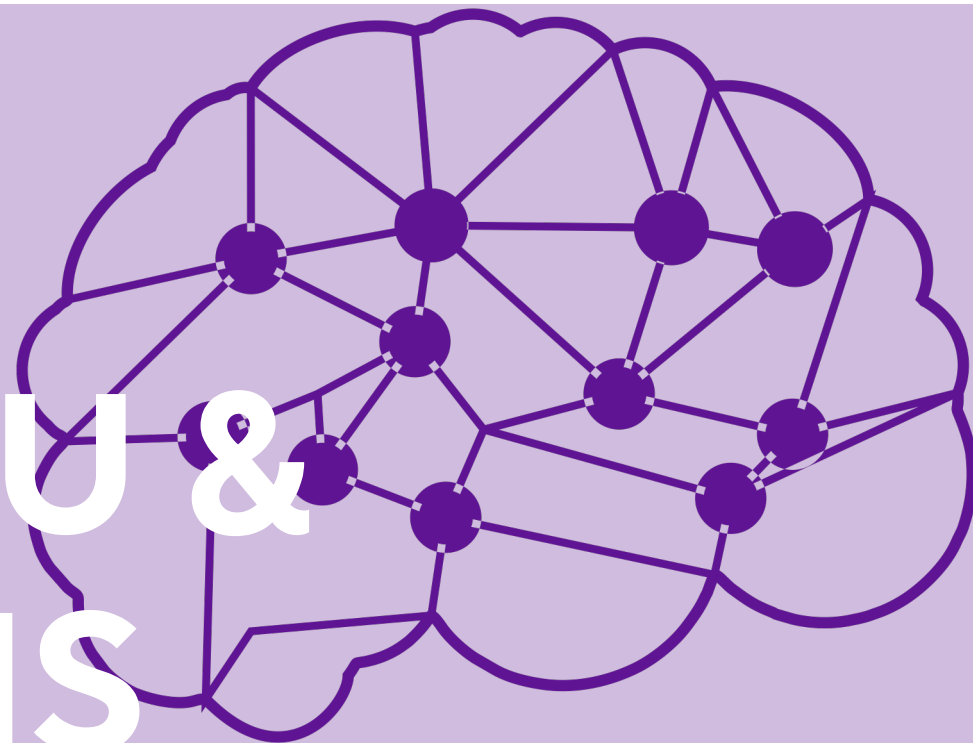


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THOUGHTS



THANK YOU & QUESTIONS



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