

Merton
Education
Wellbeing
Service



South West London and
St George's Mental Health
NHS Trust

Plan for the morning

- ❖ The EWP's Role
- ❖ Guided Self Help
- ❖ Parent's role
- ❖ Relaxation
- ❖ Talking Mental Health
- ❖ What can you do now?
- ❖ Questions

The EWP's role

- ❖ Education Wellbeing Practitioners are a **new NHS workforce**, trained by Kings College London University, as part of an **Early Intervention & Prevention service for Mental Health**.
- ❖ It's a **trailblazer project** established as a direct result of the government's green paper on child mental health.
- ❖ Based in schools
- ❖ Individual/group work with parents for children with **anxiety** or **common behavioural difficulties**
- ❖ Educational workshops for children & parents about emotional wellbeing

Guided Self Help

- ❖ Structured approach to working WITH you to develop the **confidence, skills and experience** to help your children overcome their difficulties.
- ❖ Brief intervention, usually lasting between **5-8 sessions**. 4 face-to-face, 4 over the phone. There are in-between session tasks.
- ❖ Strong evidence base!
- ❖ Why are we working with parents, and not directly with young children?

Importance of partnering with parents

- ❖ You're the expert of your child!
- ❖ Some of the work can be tough, you can really hold the motivation to keep things going.
- ❖ Only a brief intervention, you are better placed to keep the good work going.
- ❖ Parents have the most control on creating the right environment.

When a flower doesn't bloom, you fix the environment in which it grows, not the flower

- ❖ Children are sensitive to how parents feel and take their cues from you.



SWLSTG Mental Health NHS Trust



Child Anxiety (Aged 4-11)



Signs & symptoms:

- ❖ Anxiety is a normal, human feeling of fear or panic - our brain's built-in alarm! Helps us to survive if in real danger.
 - ❖ Feeling fearful or panicky
 - ❖ Feeling breathless, sweaty, butterflies or pains in chest/stomach
- ❖ Most of us worry sometimes - about big and small things - and feel anxious when under stress. But we usually calm down after and feel better.
 - ❖ Feeling tense, fidgety, using the toilet often. If you're not in a stressful situation, and still feel worried/panicky, anxiety may be problematic.
- ❖ These symptoms may come and go.
- ❖ Problematic anxiety is when (1) it is persistent (2) no real danger/stress.
 - ❖ Remember! Young children can't always tell you they are anxious. They may become irritable, tearful and clingy, have difficulty sleeping, and can wake in the night of have bad dreams. Anxiety can even cause a child to develop a headache, a stomach-ache or to feel sick.

Behavioural Difficulties (Aged 3-8)

- ❖ Behavioural responses that are adversely affecting that child's performance at school, home-life or friendships.
- ❖ Including disruptive behaviour; not listening to or following instructions, difficulties at bedtime, tantrums, being rude to parents.



OVERCOMING YOUR CHILD'S FEARS & WORRIES

**A self-help guide using
Cognitive Behavioral Techniques**

'I loved the no nonsense, practical approach which will be an empowering relief to parents, themselves paralysed by the anxiety of their own child's anxieties.'

*Dr Tanya Byron, Consultant Clinical Psychologist,
House of Tiny Tearaways, BBC TV*

CATHY CRESWELL & LUCY WILLETTS

A Practical and Informative Handbook to Assist
Parents to Understand and Cope with
Behavioral Problems of Children Aged 3-8 Years.

The **INCREDIBLE YEARS**

*A Trouble-Shooting
Guide for Parents
of Children Aged 3-8*



Carolyn Webster-Stratton, Ph.D.

Take a Bath



Listen to Music



Take a Nap



Go to a body of water



Watch the clouds



Light a candle



REST your legs up on a wall



Let out a sigh



Fly a Kite

Watch the stars



Write a Letter



Learn something NEW

NEW

Listen to a guided relaxation



Read a Book



50 Ways to Take a Break



sit in NATURE

2x

Move twice as slowly



Take Deep Belly Breaths

MEDITATE



Call a Friend



Meander around Town



WRITE in a journal

Notice your Body



Buy Some Flowers



Find a relaxing scent



Walk Outside

Progressive Muscle Relaxation

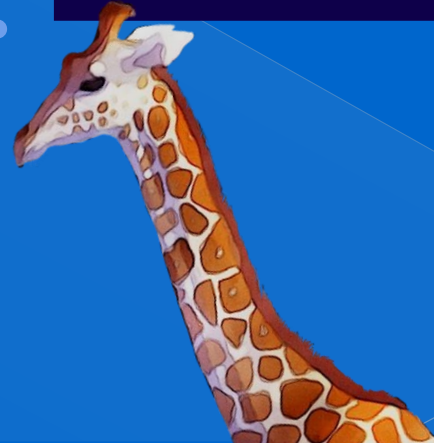


Squeeze a lemon!

Imagine you have a lemon in your hand. Squeeze it really really tight. Think about how your hands and arms feel. Count to 5... and relax. How does your hand feel now it's relaxed?

Stretch like a giraffe!

Imagine you are as tall as a giraffe. Stretch your neck, your arms and your legs as far as you can. Think about how they feel. Count to 5..... and relax. How do your neck, arms and legs feel now they're relaxed?





What can you do now?

- ❖ If you haven't already, start the conversation on mental health.
- ❖ **Child Anxiety**
Cathy Creswell & Lucy Willetts (2010) *Overcoming your child's fears and worries: A guide for parents using cognitive behavioural techniques.*
- OR
- ❖ **Behaviour**
Carolyn Webster-Stratton - *The Incredible Years*
- ❖ Talk to your child's GP or school who can help signpost you to the appropriate services.
- ❖ Read the **Anna Freud leaflet**



Children & Young People's Wellbeing Service Parent Application Form

Name (of parent)		Gender	
Name of child		Year Group	
Date of Birth		Date form completed:	
Relationship to Child			
Ethnicity		Interpreter required?	Yes/No (please circle)
First Language			
Home Address			
Contact Phone Number			
Email Address			
School Name			
Year Group			
GP Name			
GP Practice Address		Consent to inform GP of referral?	
		YES	<input type="checkbox"/>
		NO	<input type="checkbox"/>
Which intervention are you interested in?	Anxiety <input type="checkbox"/> Behavioural difficulties <input type="checkbox"/>		
Have you tried any other services? If yes please specify	No <input type="checkbox"/> Yes <input type="checkbox"/>		
Please give a brief description of the difficulties your child is experiencing, including the duration and the impact it is having on your child's everyday life:			
Is there anything that you've tried to help with these difficulties?			
Are there any other things you think it would be helpful to let us know about? (e.g. parental relationship difficulties, recent bereavements or other changes in circumstances)			
Completed by (name): Signature: Date:			

Summary

- ❖ We are an early intervention and prevention service, designed to meet children's mental health needs in order to provide help at an early stage before difficulties escalate.
- ❖ Mild-to-moderate anxiety & behavioural difficulties
- ❖ Guided self help approach
- ❖ Partnership with parents



Questions about the service



Thanks!

SWLSTG Mental Health NHS Trust