"Lyndsey's Approach to Developing, Facilitating and Maintaining Mental Health in Children"

Purpose-To give clients the tools and skills to enable them to Identify and maintain mental health in a non formal approach.

Scope- To engage in fun activities and recreation rather than a serious or practical purpose.

Why?

"1 in 10 children have a diagnosable mental health disorder – that's roughly 3 children in every classroom (i)" **

"The average maximum waiting time for a first appointment with CAMHS is 6 months and nearly 10 months until the start of treatment" **

"The cost to the economy of all-age mental health problems is estimated at £105 billion a year – roughly the cost of the entire NHS" **

** Reference information – Youngminds website

"1 in 3 adult mental health conditions relate directly to adverse childhood experiences" **

"CAMHS are turning away nearly a quarter (23%) of children referred to them for treatment by concerned parents, GPs, teachers and others" **

"Suicide is the most common cause of death for boys aged between 5-19 years, and the second most common for girls of this age" **

How?

Diagnostic

- Drawing out the issues in a non-formal or indirect approach. For example, gaming – **Mindcraft,** Bingo and a variety of other board games.
- Understand and find your safe place.
- Traffic light system in place to understand level of mental health concerns

Red – High levels of anxiety, including suicide and self harm

Amber – Moderate, non-suicidal, negative thoughts, lack of confidence in own ability, low self esteem

Green- Perseverance, showing resilience in most areas. Not afraid to 'have a go' at most tasks without feeling overwhelmed.

- Understanding levels of support required – Red, (professional bodies involved) Amber, Green Status (school and home support)

Stability

- Establish your safe place…someone or somewhere/something that makes you feel safe, secure and happy. Understand the key issues underlying Mental Health What measures can be put in place to prevent going back.
- The individual will have the right tools and methods to find their safe place
- School surroundings and peer groups to be able to support in offering the safe place.
- Giving a child the opportunity to go to that safe place when needed

"Constantly refer back to Diagnostics, this will establish whether the individual is improving"

Actions

- Individual – what will they do?
- Allow the individual to understand the key areas underlying their own actions.
- School Support – ensure support and action plan is followed through.
- Ensure support comes from the home environment
  - No support from home, therefore school and other professional bodies would step in to support the child

"Constantly refer back to Diagnostics, this will establish whether the individual is improving"

Prevention

- Putting things in place to prevent going back. Maintain the cycle of Diagnostics, Stability, Actions and Preventions
- For example Diagnostics might have identified an individual as a Green to Amber in terms of risk, when in fact the individual was a Red. Always refer back to diagnostics

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Find your safe place what makes you happy?
Giving the right skills & tools to cope with mental health