



Mental Health and Well-being

11.10.23

Aims of the session:



- *Our school provision

- *Zones of regulation

- *What is anxiety?

- *Ways to support

- *Resources available to support parents and children.





Our Provision

- ✓ Trained Mental Health Lead
- ✓ School Counsellor (two days)
- ✓ On our school priorities
- ✓ Mental Health Champions
- ✓ Calm Space (every Monday)
- ✓ Zones of Regulation
- ✓ Mindfulness

What is Emotional Regulation?

- * "...is the ability to do what needs to be done to be in the optimal state for the given situation. This includes regulating one's sensory needs, emotions and impulses to meet the demands of the environment, reach one's goals and behave in a socially appropriate way."
- * KUYPERS LM, 2011, *The Zones of Regulation*, United States, Think Social Publishing Inc.



Self Regulation

Things we do to
make ourselves
calm or alert

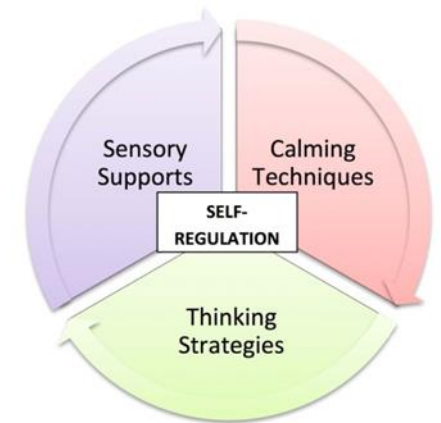


Mutual Regulation

Seeking help or
comfort from others
to make us feel
calm or alert

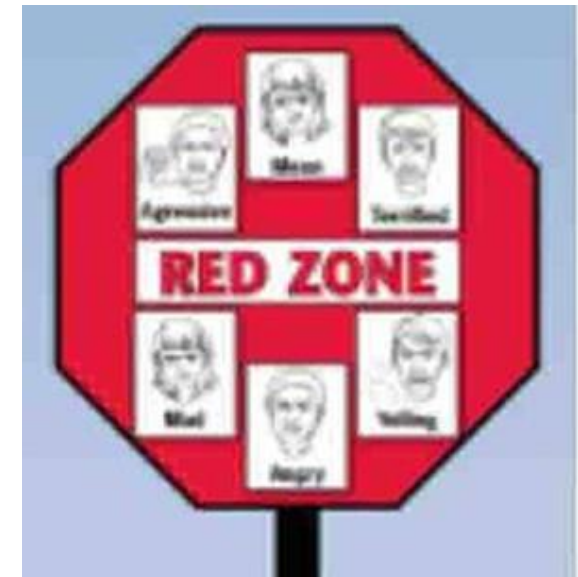
How?

- * 1. Sensory supports – e.g. Tapping
- * 2. Calming techniques – e.g. breathing
- * 3. Thinking strategies – e.g. Rationalise problem



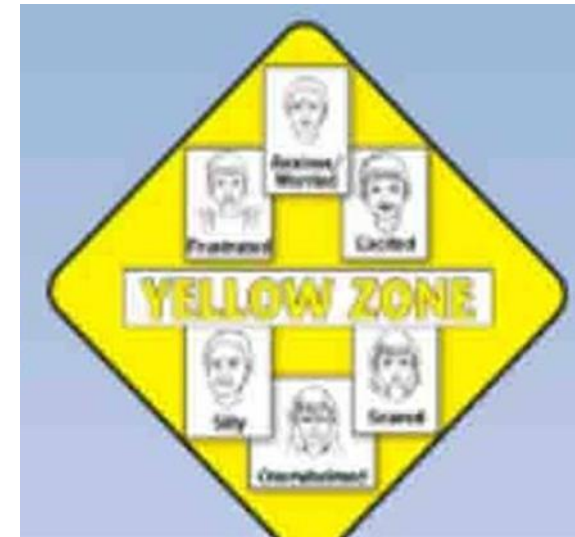
Red Zone

- * “Extremely heightened states of alertness or very intense feelings...anger, rage, explosive behaviour, panic, terror or elation.”
- * It's when somebody is “not in control” of their body.
- * STOP



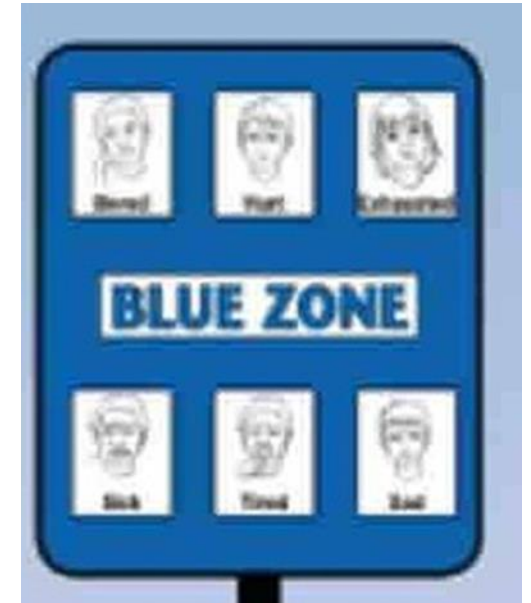
Yellow Zone

- * “Heightened state of alertness; however, a person has some control when in the yellow zone.”
- * “Stress, frustration, anxiety, excitement, silliness, nervousness, confusion”
- * “Starting to lose some control”
- * Caution!



Blue Zone

- * “Low states of alertness such as feeling sad, tired, sick or bored”
- * “One’s body and/or brain is moving slowly or sluggishly”



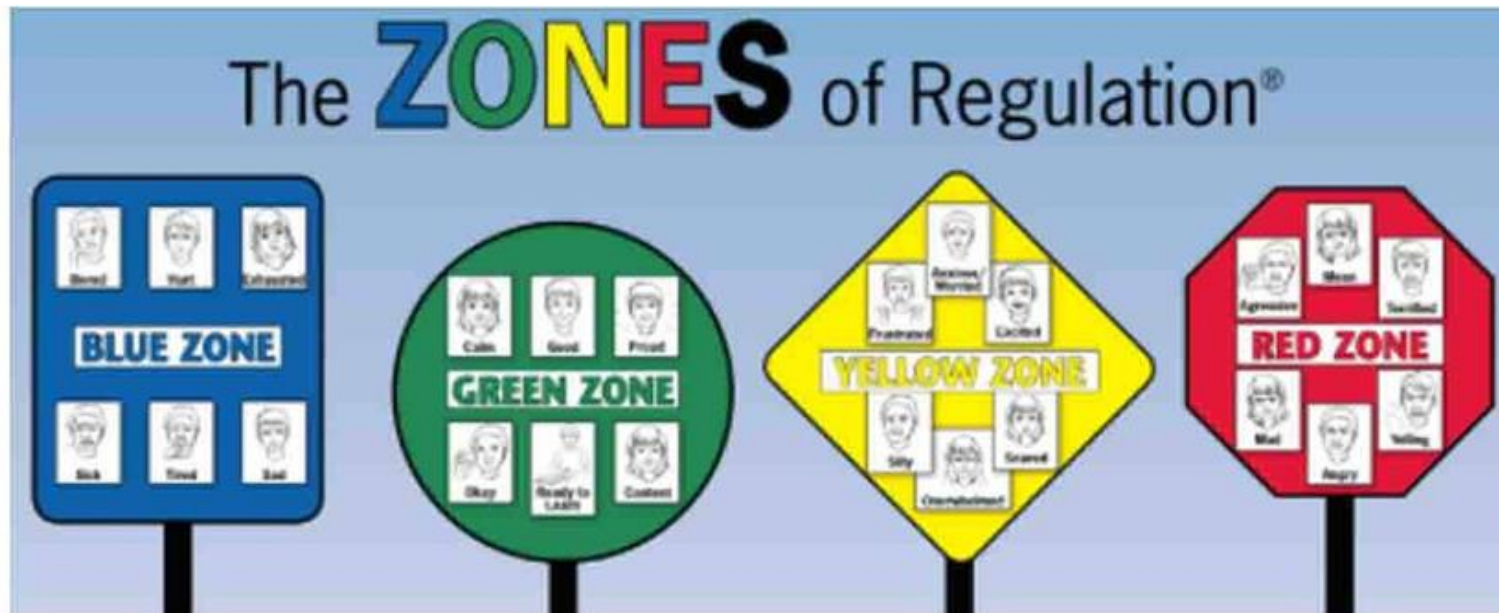
Green Zone

- * “Regulated state of alertness. A person may be described as calm, happy, focussed or content”
- * “This is the zone students generally need to be in for schoolwork and for being social”
- * “Being in the green zone shows control”
- * VIDEO

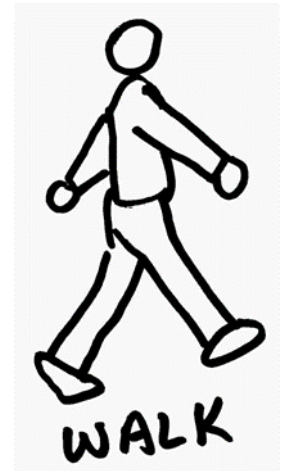


Zones

- * No zones are 'bad'
- * The resource aims to teach students HOW to independently manage their own regulation



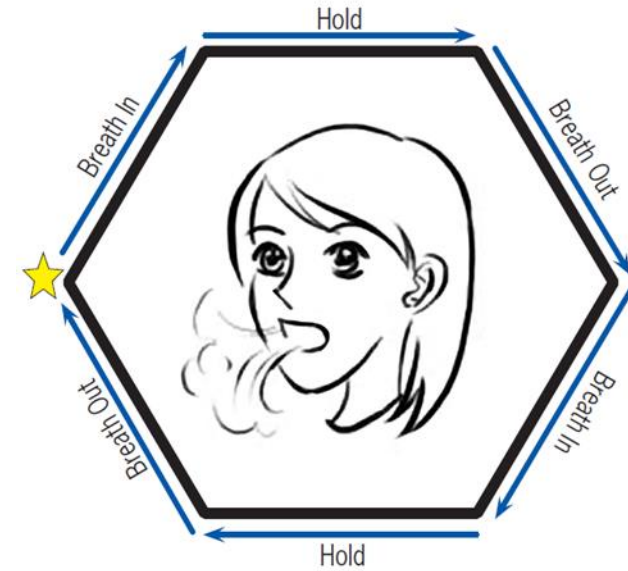
Examples of sensory support



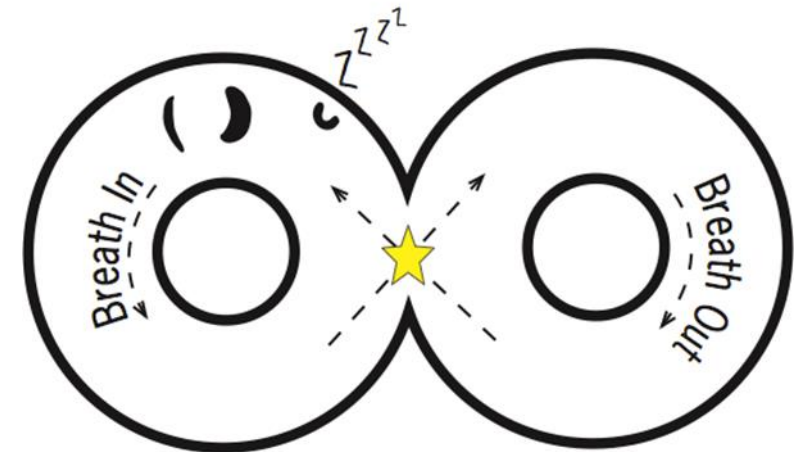
Calming techniques

- 6 sides of breathing
- Lazy 8 breathing
- Calming sequence
- Count to Ten
- Mindfulness/yoga

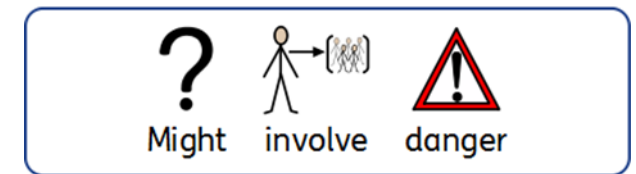
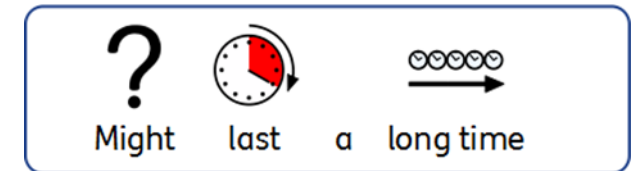
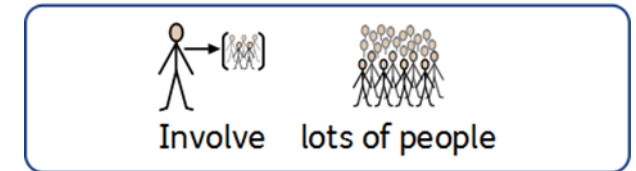
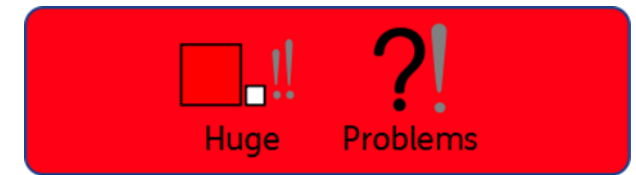
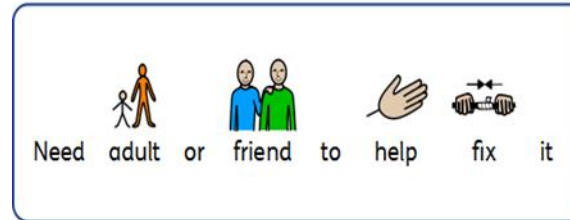
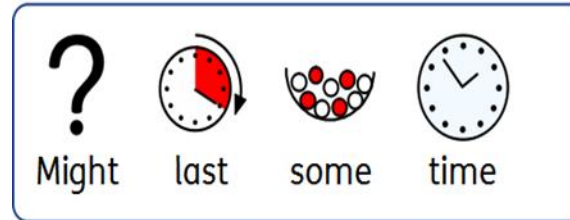
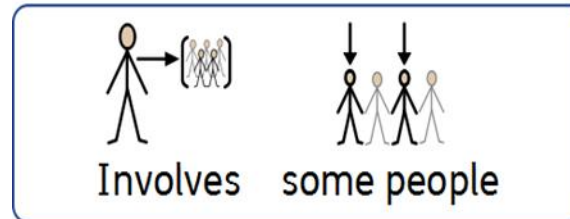
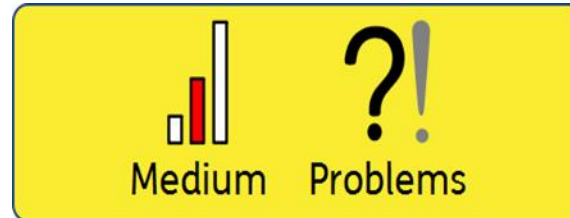
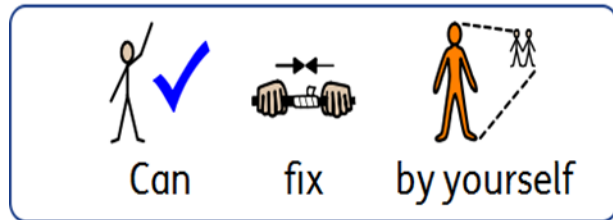
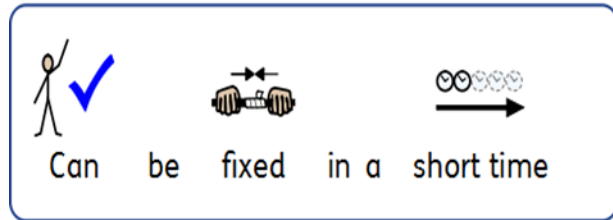
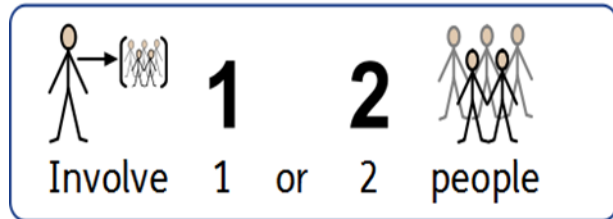
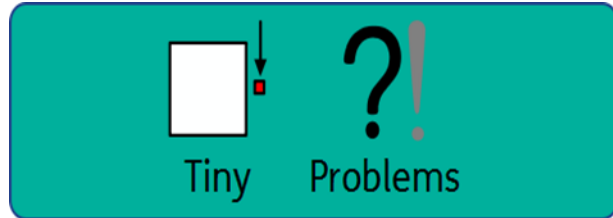
The Six Sides of **Breathing**



Lazy 8 **Breathing**







Thinking strategies – Size of the problem



Inner Coach – vs inner critic



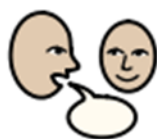
 A coach is a person  who  helps  somebody.

 We  can be an  'inner coach' for  ourselves.



=

Being an 'inner coach' means



we can

tell

ourselves



good ideas

+



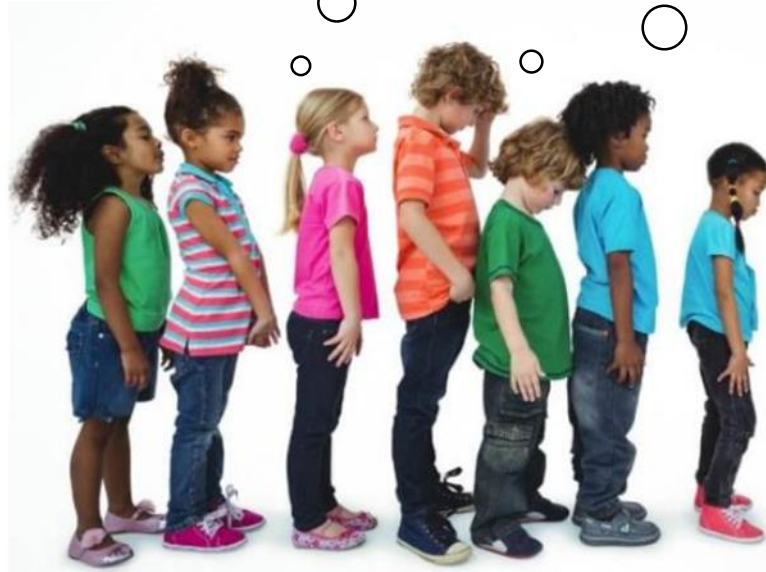
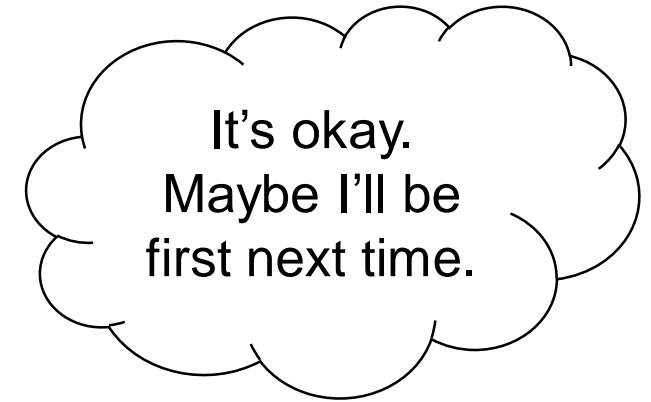
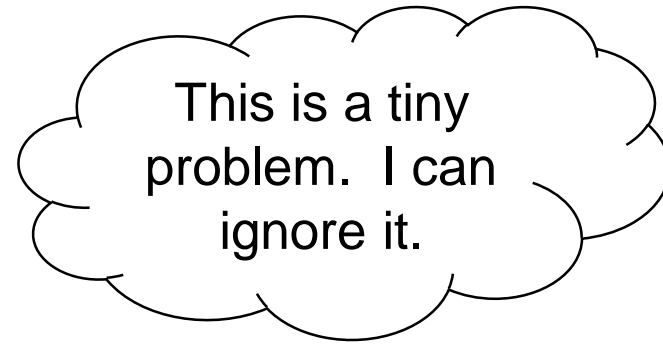
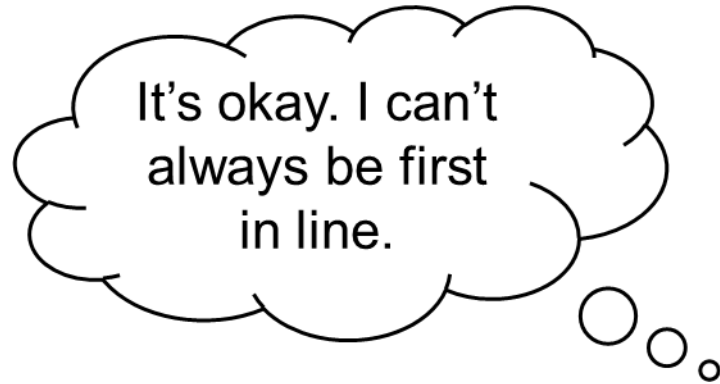
good



thoughts.

What could the 'inner coach' say?

Not being first in line



Definition:



Anxiety is the mind and body's reaction to stressful, dangerous, or unfamiliar situations. It's the sense of uneasiness, distress, or dread you feel before a significant event. A certain level of Anxiety helps us stay alert and aware

It is so important we explain to children that feeling anxious sometimes is normal. It is built into our survival system as the role of anxiety is to keep us safe.

When it becomes problematic is when it starts to affect their daily life.
Anxiety can be quite helpful for some – thrives off working under stress.

Healthy and unhealthy levels of anxiety.

What causes anxiety disorders in children (NHS)

Some children develop anxiety after stressful events, such as:

frequently
moving
house or
school

parents
fighting
or arguing

the death
of a close
relative
or friend

school-
related issues
like exams
or bullying

being
abused or
neglected

becoming
seriously ill
or getting
injured in
an accident



Rates of probable mental disorders have increased since 2017 in the UK



16% (2020)

In 2020, one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental disorder.



10.8% (2017)

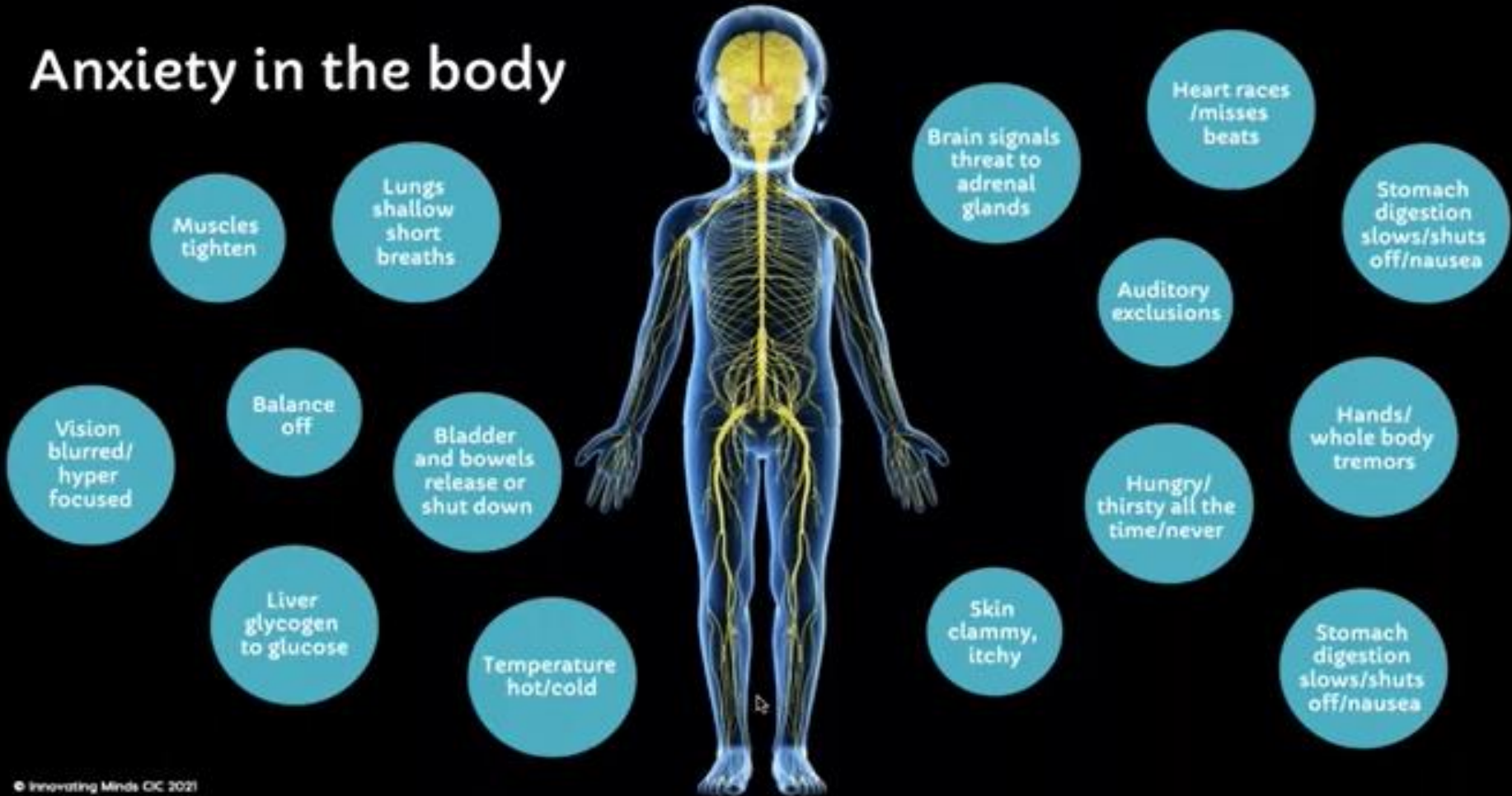
Increasing from one in nine (10.8%) in 2017.



The increase was evident in both boys and girls



Anxiety in the body



The brain feeds off what is going on in your body.

Anxiety in behaviours



Can't wait
at all

Struggles
to settle

Worries
constantly

Perfectionist

Very
focused

Hyper
critical of
self/others

Very
quiet

Fidgets
consistently

Full of
self doubt

Rigid

Fixed on
fairness

Dislikes
change

Slow to
respond

Very
loud

Explodes

Withdraws

Systematic

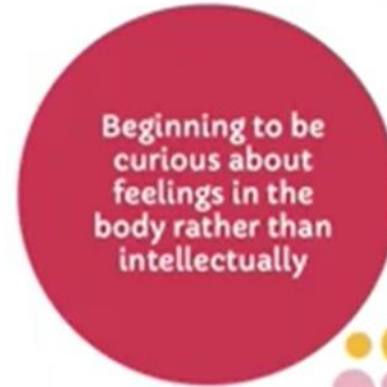
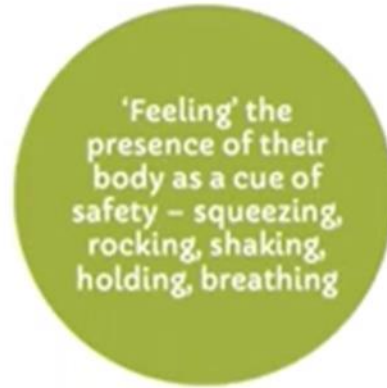
Keeps
others
happy



Strategies to use within a School Setting



You are the biggest resource for the child. Grounded, safe adult. Use a trauma informed approach.



Co-regulation – both people working towards regulating their emotions.

Focusing on the breath is very important.

Grounding strategy – see/smell/hear/feel.

Hand-brain model – talks about the brain in three sections, feeling/memories, safety survival part, thinking



Thought Record:

<div>Situation.</div> <div>Try a thought record yourself</div>	<div>Feeling</div> <div>Now- (0-10)</div>	<div>Anxious thoughts.</div> <div>Hot thought</div>	<div>Evidence For/Against thoughts.</div> <div>For</div> <div>Against:</div> <div>Balanced Thought-</div>	<div>Feeling</div> <div>After.</div>
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Resources to support

Kooth – children can chat to supporting counsellors online, NHS funded

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#) – parents helpline and webchat

<https://www.family-action.org.uk/our-voices/2021/09/01/back-to-school-anxiety-what-to-look-for-and-how-to-help/>

<https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/>

