

What is well-being?

Well-being is about how we are doing and how we feel about our lives.

Low well-being has been linked to mental health conditions like depression and anxiety. It can impact our relationships with family and friends and how we feel about and interact with the world around us.

Young people's well-being

Right now, children's well-being is at a ten year low. When problems start, they can't get help. When things get too much, they are put on a waiting list. We want young people to be happy and feel good about themselves, to be able to fight and not give up.



1 in 6

children aged 5-16 likely to have a mental health problem¹

Now, five children in a classroom of 30 are likely to have a mental health problem.

In the last three years, the likelihood of young people having a mental health problem has increased by 50%.

50%

of all mental health problems start by the age of 14⁴

More than two thirds of young people would prefer to be able to access mental health support without going through their GP.

In [our research with Young Minds](#), the most common reason young people had for not going to their GP was not feeling like their problem was bad enough. But young people shouldn't have to wait for a mental health crisis to get help.

34%

of those who do get referred into NHS services are not accepted into treatment³

39.2%

of 6 to 16 year olds had experienced deterioration in mental health since 2017⁵

4. *Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry, 62 (6) pp. 593-602.*

doi:10.1001/archpsyc.62.6.593;

5. [Mental Health of Children and Young People in England 2021 - wave 2 follow up](#), NHS Digital, 30 September 2021;

Mental Health of Children and Young People in England, 2017 [PAS]

- Emotional disorders were the most prevalent type of disorder experienced by 5 to 19-year-olds
- Emotional disorders include:
 - Anxiety disorders (characterised by fear and worry)
 - Depressive disorders (characterised by sadness, loss of interest/energy, low self-esteem)
 - Mania and bipolar affective disorder
- Among primary school children, *1 in 10* 5 to 10-year-olds had a mental disorder when assessed in 2017
- Boys about as twice as likely to be experiencing a mental disorder than girls.

Data from this survey series reveal a slight increase over time in the prevalence of mental disorder in 5 to 15 year olds. Rising from 9.7% in 1999 and 10.1% in 2004, to 11.2% in 2017

Emotional disorders have become more common in five to 15 year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017.

All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999



Mental health before and during the COVID-19 pandemic:
a longitudinal probability sample survey of the UK population

Women, young people, and those with preschool aged children are experiencing the greatest increase in mental distress.

The pandemic has brought people's differing life circumstances into stark contrast: access to outside and inside space, household crowding, lack of school provision and childcare, food insecurity, domestic violence, addiction, access to internet and maintenance of social connectivity, as well as economic reserves are all relevant to mental health.



It is normal to be worried and stressed during times of crisis. While worry is a part of anxiety, people with anxiety tend to experience more exaggerated feelings of worry and tension. Some common symptoms include:



Uncontrollable worry or dread



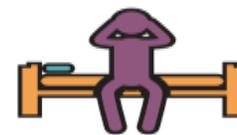
Stomach and digestion problems



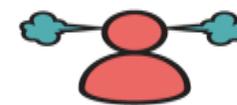
Trouble with concentration, memory, or thinking clearly



Increased heart rate



Changes in energy and difficulty sleeping



Irritability and/or restlessness

Anxiety in children presents itself in many ways...

Feeling worried

Sleeplessness

Avoidance



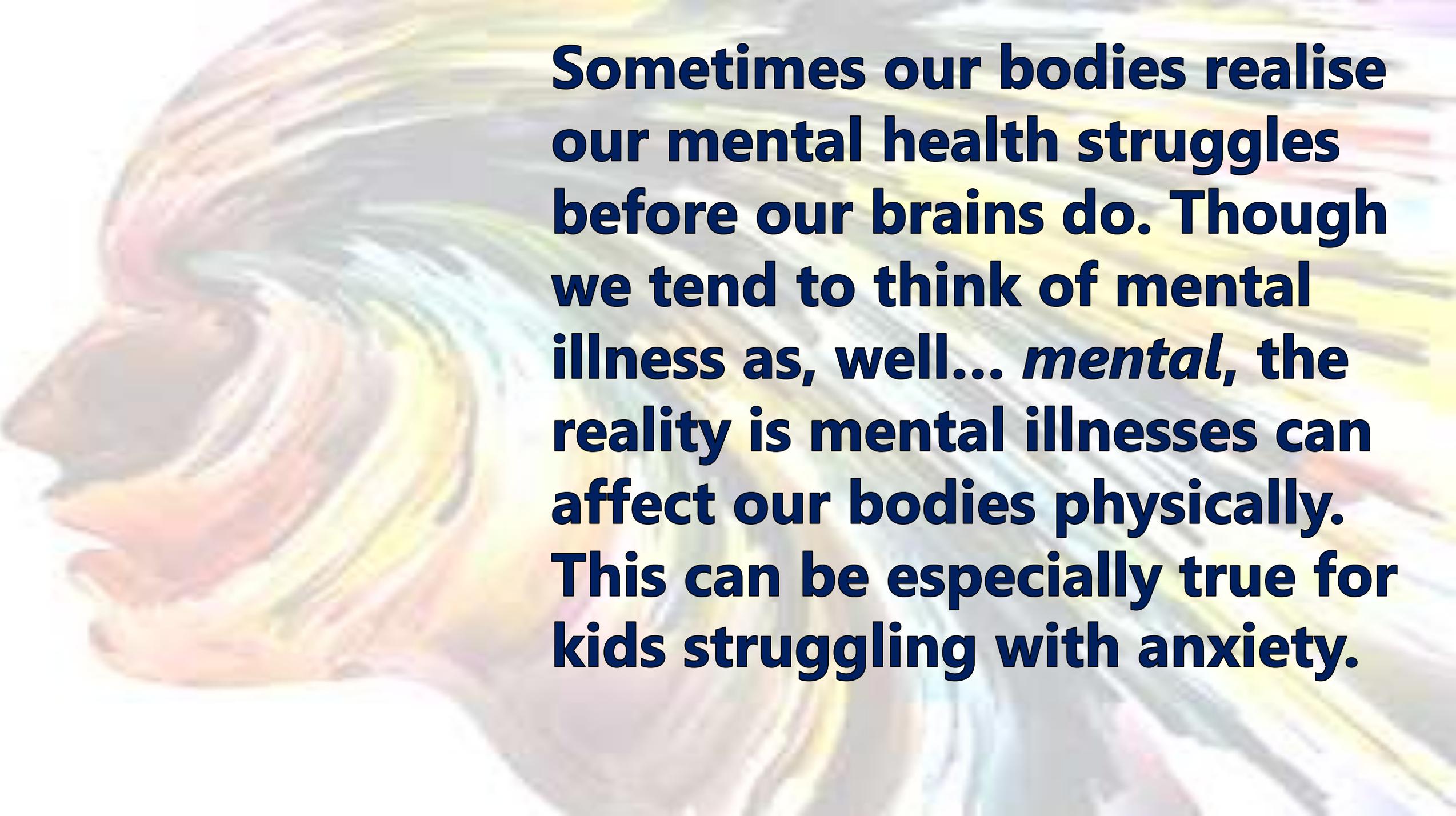
Crying or difficulty managing emotions

Difficulty concentrating

Upset stomach

SIGNS OF ANXIETY 3-10 YEARS





Sometimes our bodies realise our mental health struggles before our brains do. Though we tend to think of mental illness as, well... *mental*, the reality is mental illnesses can affect our bodies physically. This can be especially true for kids struggling with anxiety.



headaches
and migraines

a child who feels faint or
dizzy might use terms like,
"woozy," "foggy" or "cloudy"

Loss of Appetite

Stress and anxiety can trigger
acne breakouts or hives

Heart Palpitations or Chest Pain

Shortness of Breath

Gas and Diarrhea

TRUST
YOUR GUT
(IT'S ALWAYS RIGHT)

GO WITH YOUR GUT.

One of the most common symptoms of childhood anxiety is **abdominal pain, or stomachaches**, which can sometimes lead to vomiting. This is because the brain and gut are highly connected.

“If we think of the brain as a stereo receiver and speakers, it helps us understand how the gut-brain axis works. The gut reports pain to the spine, which relays the pain signals to the brain,” *Nicole Sawangpont Pattamunch, Ph.D., director of general GI and GI education director at Seattle Children’s hospital said.*

My gut tells me
everything I need
to know

Olivia
PICTUREQUOTES.COM



“Told
you
so”

Sincerely,
your
intitution



Body-Focused Repetitive Behaviours (BFRB)

like scratching, compulsive skin picking or hair pulling are seldom self-harm.

In most cases, people engage in BFRBs as a way to self-soothe or alleviate anxiety.

The **ZONES** of Regulation[®]

ZONES

BLUE

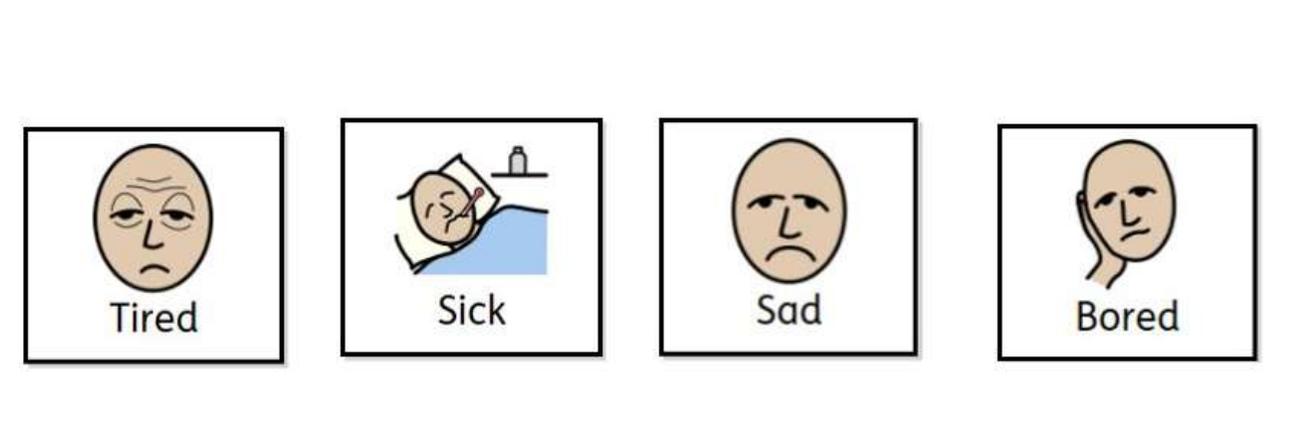
GREEN

YELLOW

RED

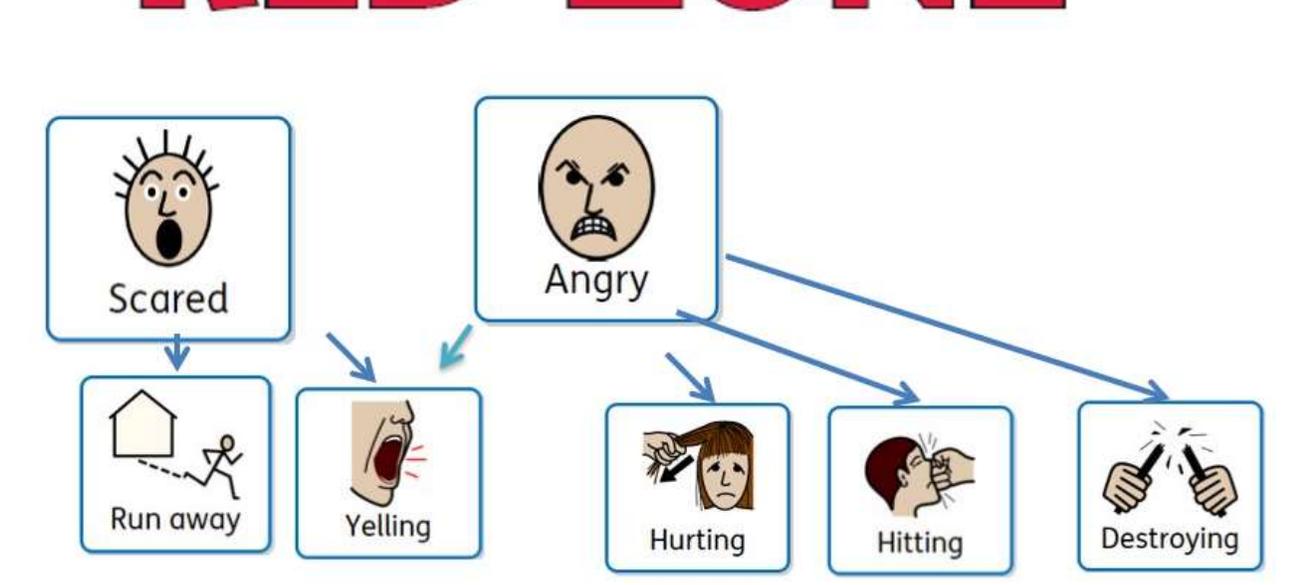
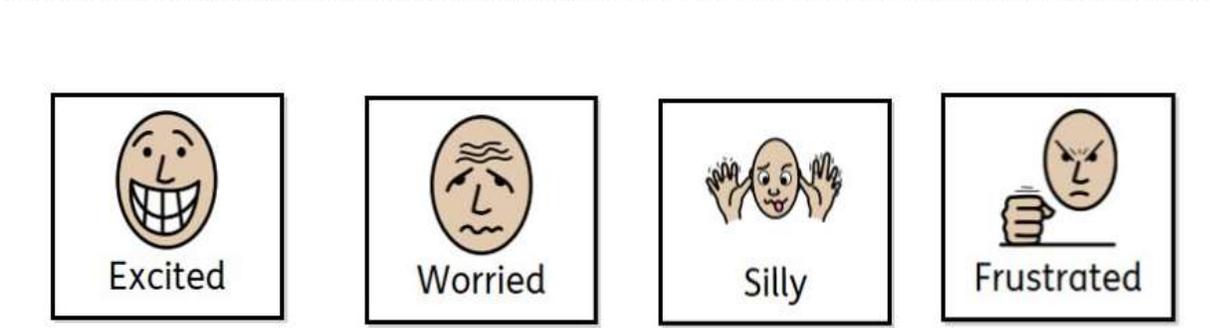


GREEN ZONE BLUE ZONE



YELLOW ZONE

RED ZONE



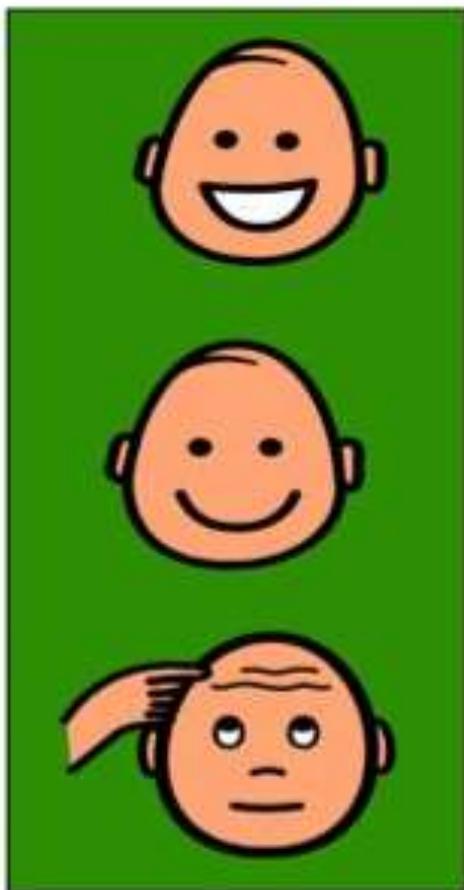
LOSING SOME CONTROL

The Zones of Regulation



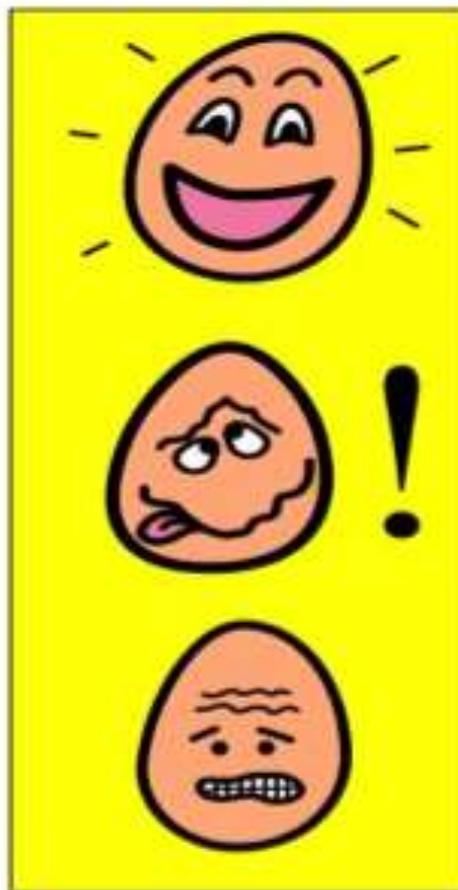
Blue Zone

sad tired
sick moving slowly
tired



Green Zone

happy
calm
feeling ok
focused
ready to learn



Yellow Zone

frustrated
worried
silly/wiggly
excited
loss of some control



Red Zone

mad/angry
terrified
yelling/hitting
elated
out of control

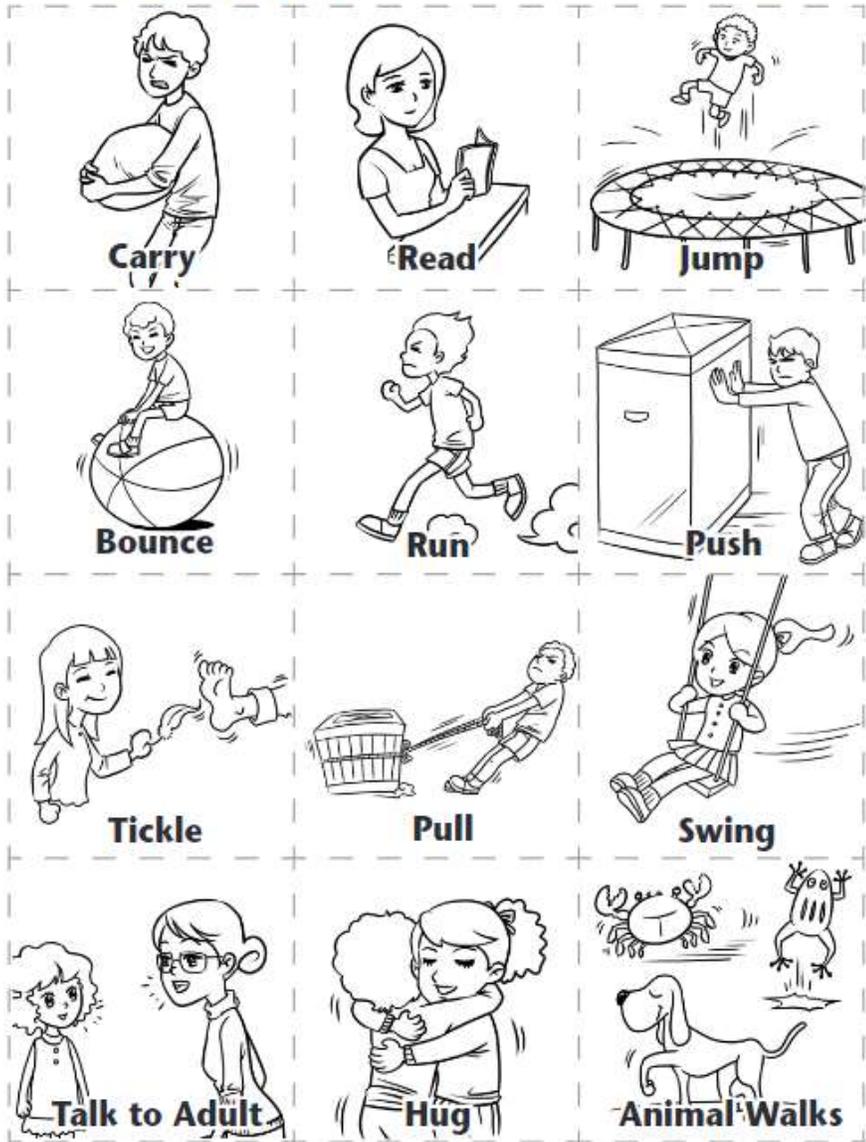
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<https://youtu.be/lj-vlh3gBPw?t=1m34s>

<https://youtu.be/lj-vlh3gBPw?t=2m41s>

https://youtu.be/9xKL_L1rqvX8?t=1m29s

Sometimes we may need calming tools and sometimes we may need awakening tools.

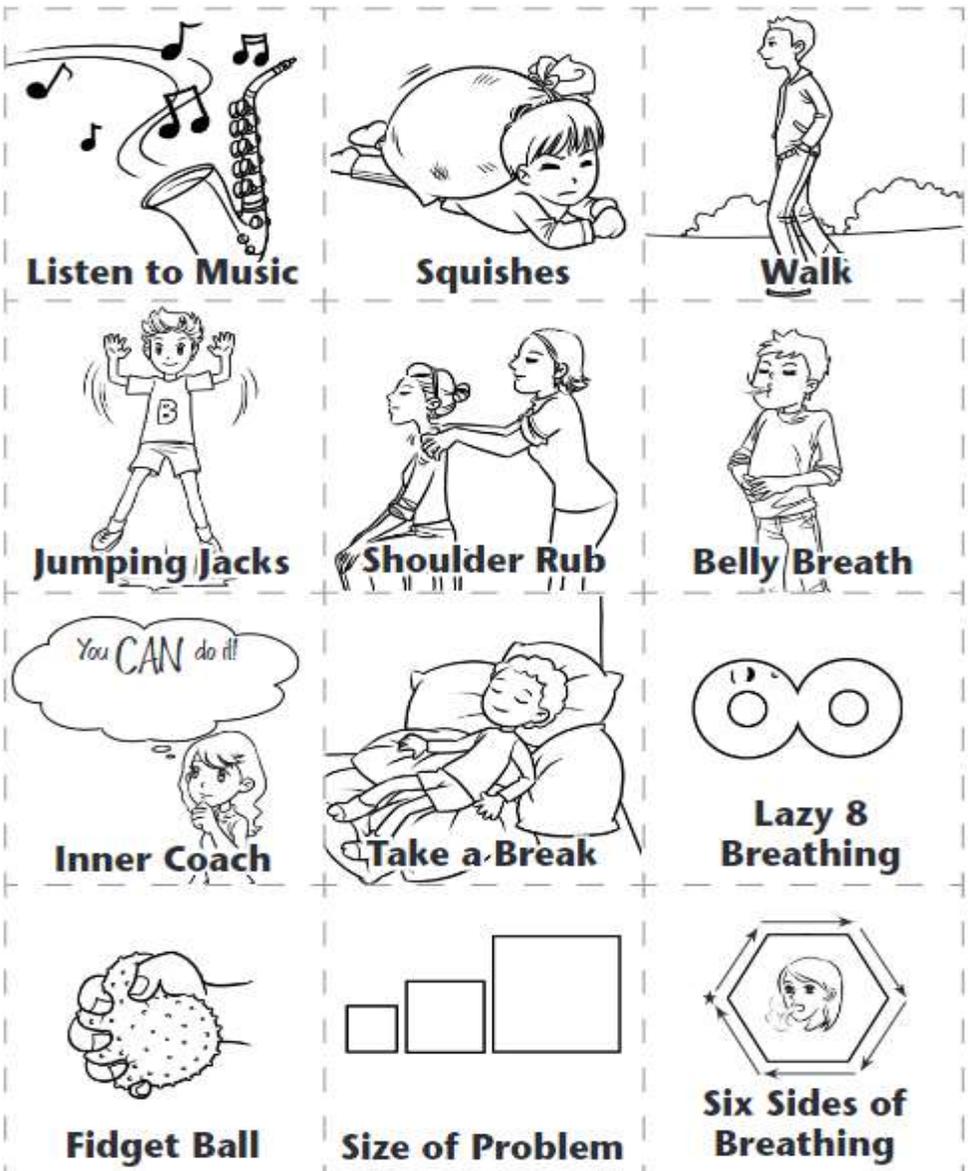


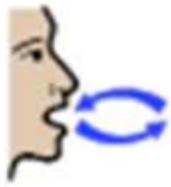
wall press

1. put your hands on the wall with your arms straight

2. bend your arms

3. push away as hard as you can





volcano breathing



wood chopper

Lazy 8 Breathing



1 1 push your hands together



1 1. clasp your hands above your head like you are holding an axe



2 2. breath in and lift your arms up



2 2. breath in for 3

1 2 3
1 2 3

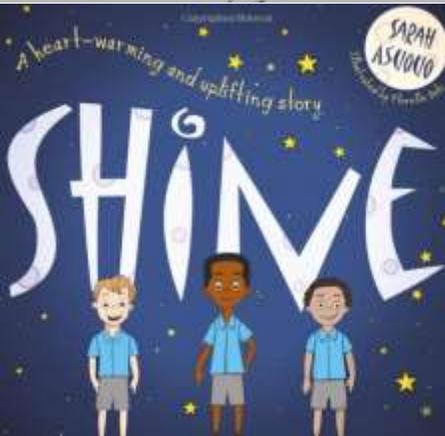
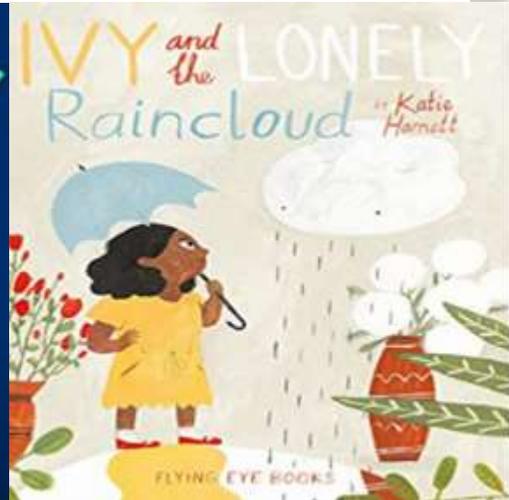
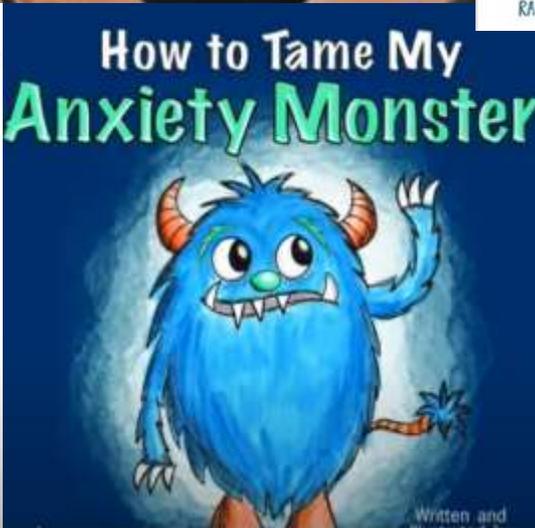
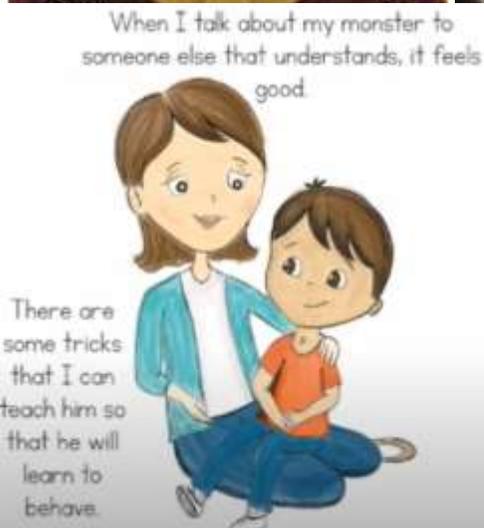
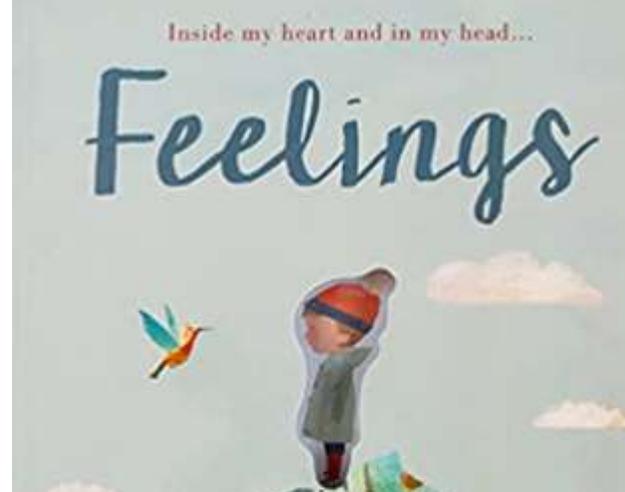
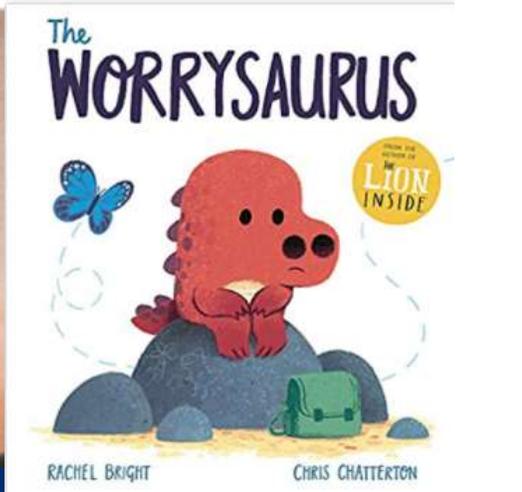
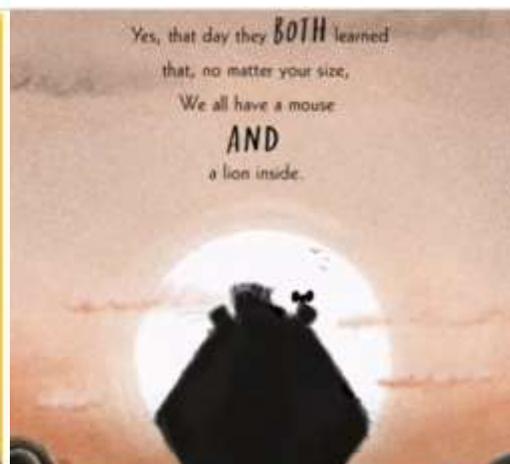
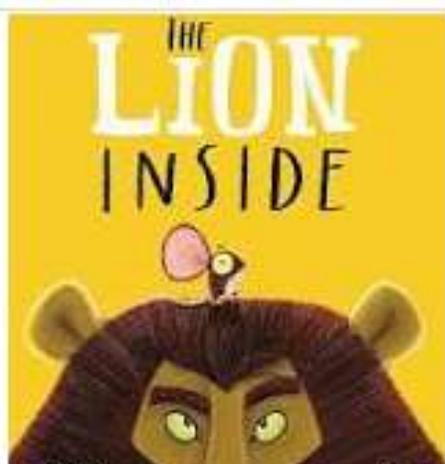
3 3. breath out and drop your hands to your side



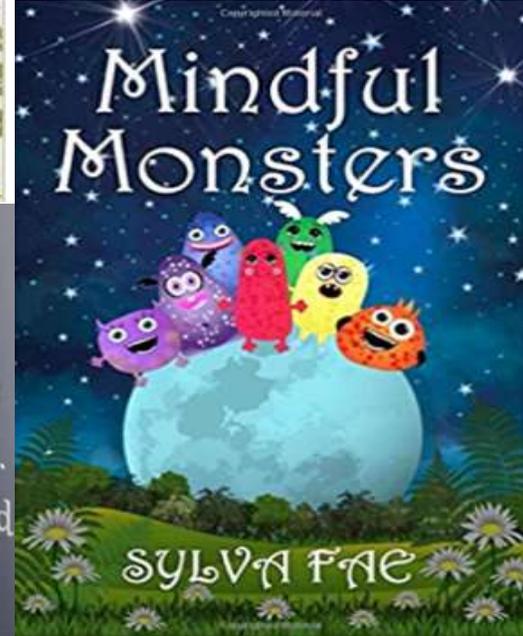
3 3. swing your arms down and say whoosh



Trace the Lazy 8 with your finger starting at the star and taking a deep breath in.	finger
As you cross over to the other side of the Lazy 8 slowly let your breath out.	breath out
Continue breathing around the Lazy 8 until you have a calm body and mind.	calm



Kai's mother realised that her son had an important lesson to learn. The time felt right and with a calm voice she said, 'Be proud my son of all your scars, don't be ashamed or hide. They show you've learned and overcome, they add to your own shine.'



So switch off your devices, Mobile phone and telly too, And play out in the fresh air, Like all good monsters do.



PREVENTION – How to Help!

- **MODELLING WELL-BEING:**

Managing our own stress is the best way to keep our children from picking up daily anxieties

- **PREPARED SO YOU CAN PLAN – PLAN TO BE PREPARED:**

By being prepared and therefore aware of 'what's to come' one can plan what to do, needs doing and when/how, this allows alleviation or worry or even dread. Demonstrate how we 'plan' so they can be a part of the process and learn the skill themselves.

LEARN LIMITS: Know when to disengage

CLEAR THE CLUTTER:

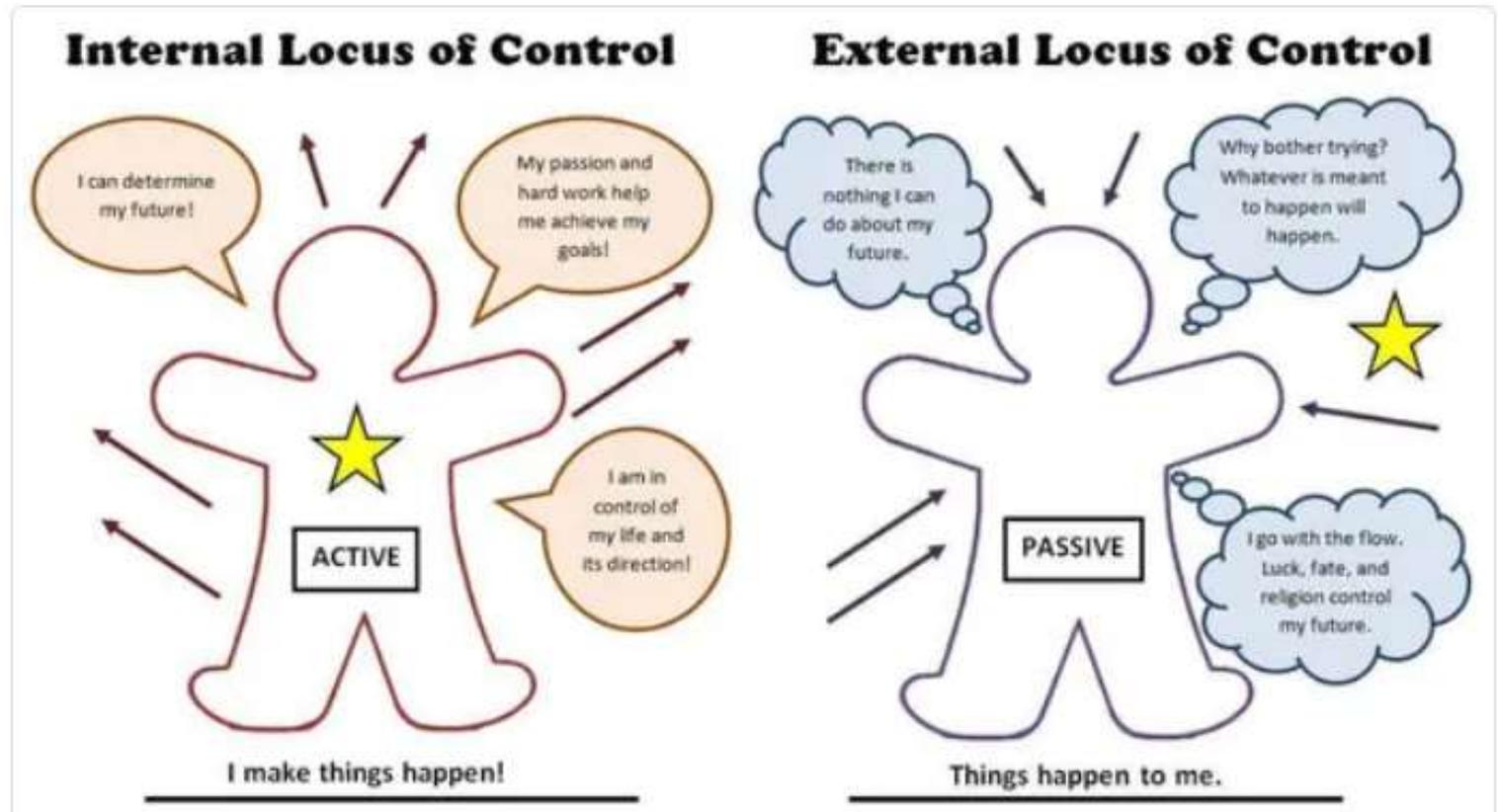
Time to relax, time to feel safe, time to talk

TEACH SOME TECHNIQUES:

breathing, writing it down, exercise, drawing

WE LISTEN:

We help them understand their emotions, to take control of the situation and feel more confident.



Date	Sign/s	Circumstances immediate	Circumstances bigger-picture	THEIR comments /clues	Diet/ Sleep

When those 'alarm bells' start to sound, even if faintly at first, it's often worth taking a few moments to jot down and take note of some of the details around the 'feeling'/behaviour.

If there are any trends/patterns emerging this will help the identification process. It also might help with feelings of control as well as the ability to think about possible next steps, how to best move forward.

It will also help, long-term, if outside agencies become involved.

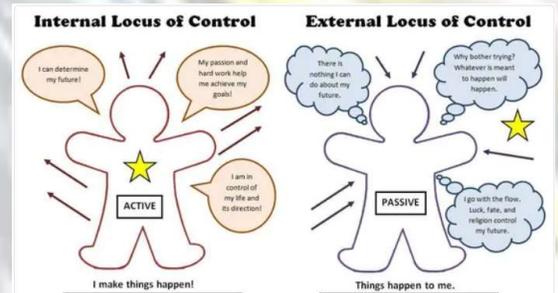
Internal

What I can control/change...

External

What I can't control/change...

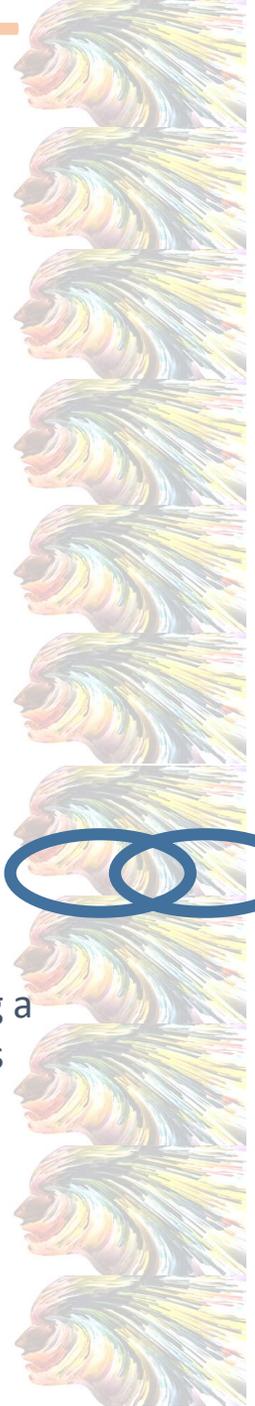
Problem?



TEACHING THE TOOLKIT

Daily Practise:

- **Squeeze Muscles:** Starting at your toes, pick one muscle and squeeze it tight. Count to five. Repeat exercise moving up your body.
 - **Belly Breathing:** Put one hand on your stomach and one hand on your chest. Slowly breathe in from your stomach (expand like a balloon) and slowly breathe out (deflate).
 - **Eat well-balanced meals:** Do not skip any meals. Do keep healthful, energy-boosting snacks on hand.
 - **Control Circles:** Accept that you cannot control everything.
 - **Exercise daily/Get outside:** The power of fresh air in the lungs, is mood-changing. Whether it's a run around a playground, climbing a tree on the way home, sprint race or relay, moving in the outdoors will work wonders.
 - **Sleep & Rest:** When stressed, your body needs additional sleep and rest.
- Resting activities:** Arts/crafts, music, animals, baths, family shavasana
- Sleepy games:**



Kid's Calming Tools

 <p>Listen to Music or Dance</p>	 <p>Do 4-5-6 Breathing</p>	 <p>Cuddle my Pet</p>	 <p>Sit Quietly & Clear my Mind</p>
 <p>Go Outside & Get Fresh Air</p>	 <p>List 5 Things I'm Grateful For</p>	 <p>Ask for a Hug</p>	 <p>Listen to Nature Sounds</p>
 <p>Color or Doodle</p>	 <p>Exercise or Go for a Walk</p>	 <p>Take a Bath</p>	 <p>Journal & Write Out My Feelings</p>
 <p>Do Yoga Poses for 5 Minutes</p>	 <p>Sip a Warm Drink</p>	 <p>Say a Positive Affirmation</p>	 <p>Lay Down & Close My Eyes</p>

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TEACHING THE TOOLKIT

Sleepy games:

Watch Clouds

No, there are no clouds on the living room ceiling, but this is an imagination game. Lie down with your kiddo and whisper, “Wow, look at the beautiful clouds.” You can take turns pointing out what you “see” and pretty soon, creative kids will be spotting elephants and waterslides.

More info: Lay Down Daddy Games by Jim Manduca

Stargazing

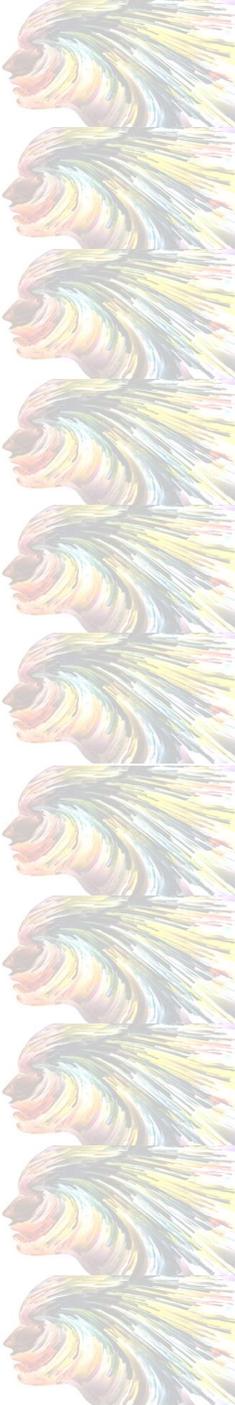
Get a kitchen colander or two, a decent flashlight and some of your household’s thousands of little toys. Dinosaurs and horses are good. Lie down in a dark room and shine the flashlight through the colander onto the ceiling. Instant starry night! You can also shine the flashlight behind the toys to project shadows onto the ceiling and walls.

Art session

Laying down on your belly, take turns to draw outlines of common/known objects and guess what’s been drawn.

Search and find:

Using an old kitchen roll as a spyglass, search for what you can see around the room, take it in turns to ask ‘can you find...?’. This could further develop the imagination by re-creating (pretending!) the objects identity/purpose (so that ‘mirror on the wall’ becomes a ‘reflective portal to another world’)





Calm



[Childrenssociety.org.uk/](https://www.childrenssociety.org.uk/)

Our mental health drop-in centres

BEAM is an emotional health and well-being drop-in. Drop-in centres like BEAM stop young people from reaching a point where they can't cope. It's a place young people can go by themselves at any time and talk about how they're feeling. No appointments, waiting lists, or referrals. Unlike other centres, it's based on what young people want



<https://www.nhs.uk/service-search/mental-health/find-an-urgent-mental-health-helpline>

<https://www.kidsinspire.org.uk>



<https://adaa.org/tips>



Prince's Trust

<https://www.mentallyhealthyschools.org.uk/>