

Youth Mental Health First Aid

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MHFA England



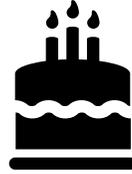
Agenda

- Introduction to MHFA England and Youth Mental Health First Aid
- Mental health and young people
- A whole school approach
- Tips for talking with young people
- Self care
- The future of Youth MHFA

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Globally recognised training programme, began in Australia in 2000



Came to England in 2007



Community interest company



Mission: to train 1 in 10 people in the skills to look after our own and others' wellbeing



1,800+ active instructors across England



Over 380,000 individuals trained in England and 2.6 million worldwide

What is Youth MHFA?

- Spotting signs and symptoms, giving reassurance and signposting
- A preventative programme
- Intervening early



Aims of Youth Mental Health First Aid

- To provide comfort to a young person experiencing a mental health issue
- To preserve life where a young person may be a danger to themselves or others
- To provide help to prevent mental health issues developing and deteriorating
- To promote the recovery of good mental health
- To reduce stigma and discrimination

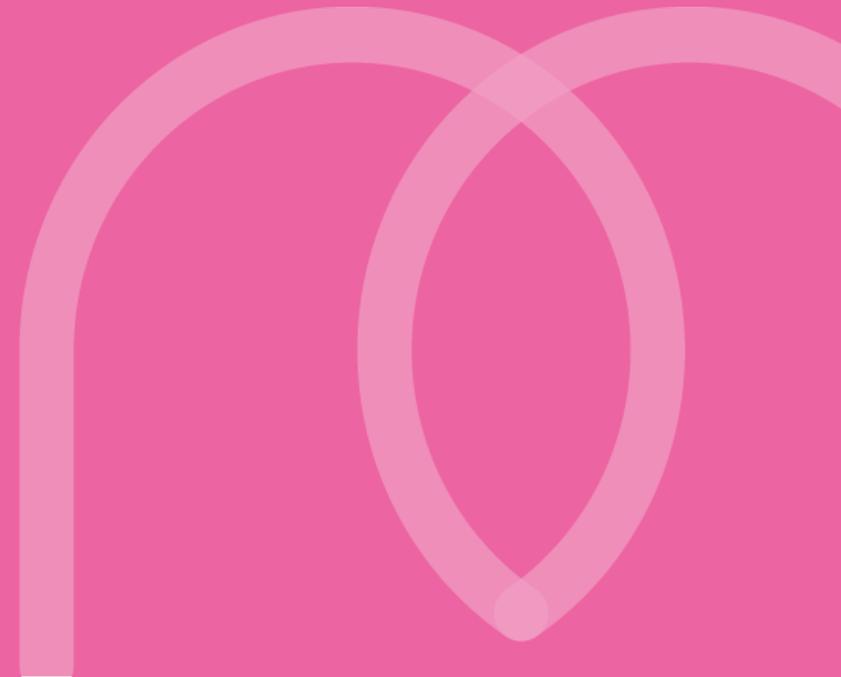
Our vision

- Raise mental health literacy in education environments
- Break stigma
- Empower school staff
- Increase accessibility of Youth MHFA training



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Mental health and young people



Protective factors for mental health



Gender



Family



Communication skills



School



Planning, problem-solving and achievement

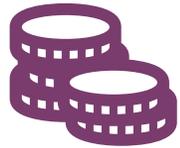


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Risk factors for poor mental health



Gender



Socio-economic background



Intelligence



Parenting



Trauma



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Early warning signs in behaviour

- Alcohol and/or drug misuse
- Erratic behaviour and extremes of emotions
- Sleep problems/being tired all the time
- Unexplained aches and pains
- Appearing silent, withdrawn or distracted
- Incoherent speech
- Memory loss



Early warning signs in the classroom

- Missing deadlines
- Lack of co-operation and conduct problems
- Productivity problems
- Loss of morale
- Erratic timekeeping
- Safety issues
- Absenteeism or presenteeism



The training gap in schools

Research by The National Association of Schoolmasters
Union of Women Teachers found:

98% of teachers had come into contact with pupils who were experiencing mental health issues

46% reported receiving training on children's mental health



NASUWT survey, 2017



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Teachers and staff receive physical first aid training. We believe mental health is just as important as physical health and they should both be approached the same way.



Jayna and Nora, Year 10
Hendon School

 #HandsUp4
#HealthyMinds

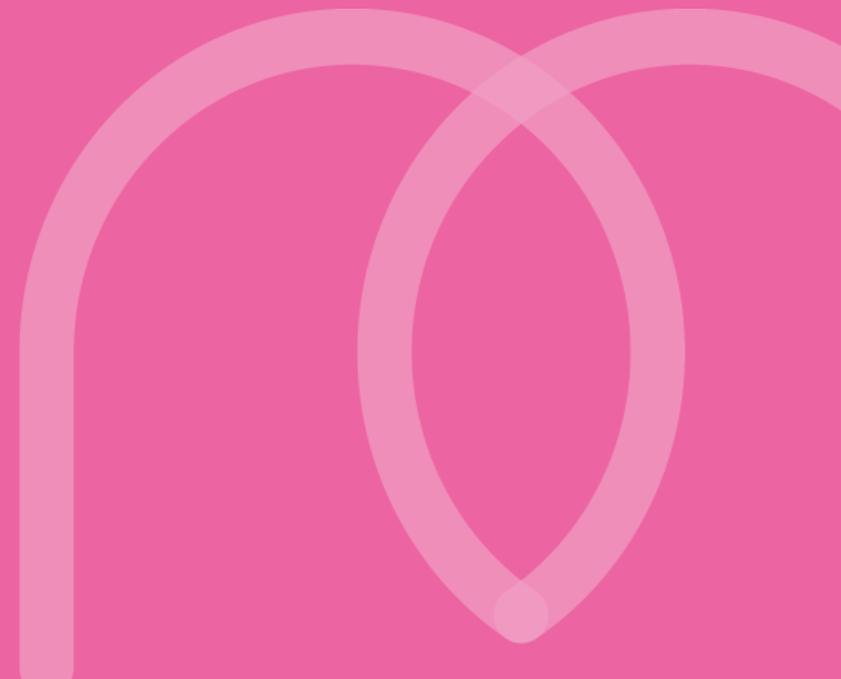

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Activity

1. In small groups, discuss the ways in which your school or organisation is positively supporting youth mental health
2. Now discuss ways your school or organisation could improve the way they support youth mental health
3. Discuss barriers that currently stop the implementation of these improvements
4. For each barrier discuss an action you could take to either remove the barrier or make it less challenging





Natasha Devon

**Youth Mental Health
Campaigner and Mental Health
First Aid instructor**

 **#HandsUp4
#HealthyMinds**

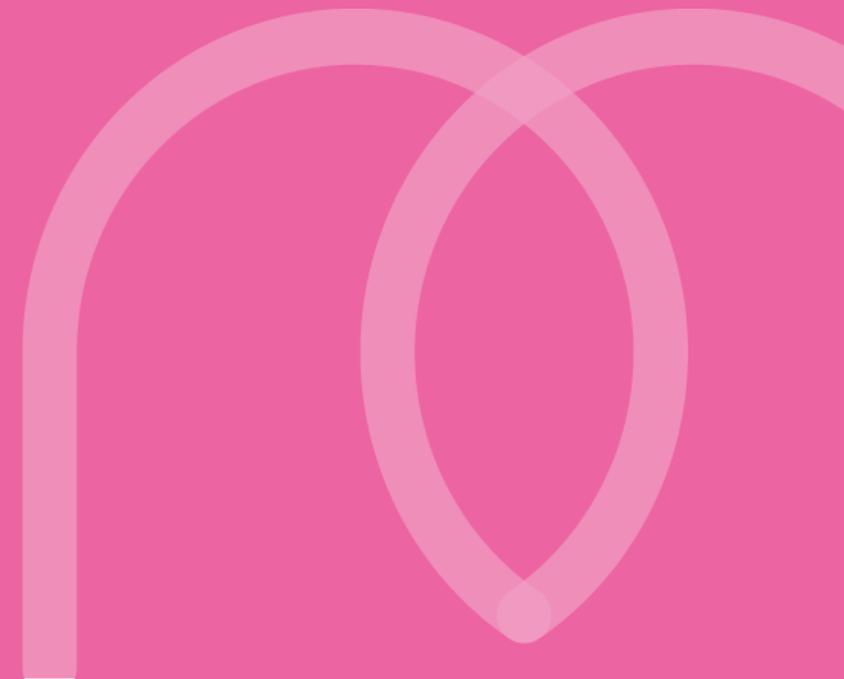


Mental health is everyone's business and the schools who do the best job nurturing pupils' mental health adopt a whole school approach, involving teachers, staff and parents to better the mental wellbeing of all.



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Tips for talking with young people



Choose a setting



Meet in a neutral space such as a quiet room or pastoral room



Give yourself plenty of time so you don't appear to be in a hurry



Sit down even if the other person is standing – it will make you seem less intimidating



Make it clear that they are not in trouble



Talking tips



Keep the chat positive and supportive, exploring the issues and how you may be able to help



Keep your body language open and non-confrontational



Be empathetic, accept them as they are, and take them seriously



Do not offer glib advice such as 'pull yourself together' or 'cheer up'



Take into account cultural differences in communication styles
e.g. how much eye contact is appropriate



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Useful questions to ask



How are you feeling at the moment?



How long have you felt like this?



What kind of support do you think might help you?



How can I help you?



What happens next?



Keep the conversation going



Promote additional sources of support

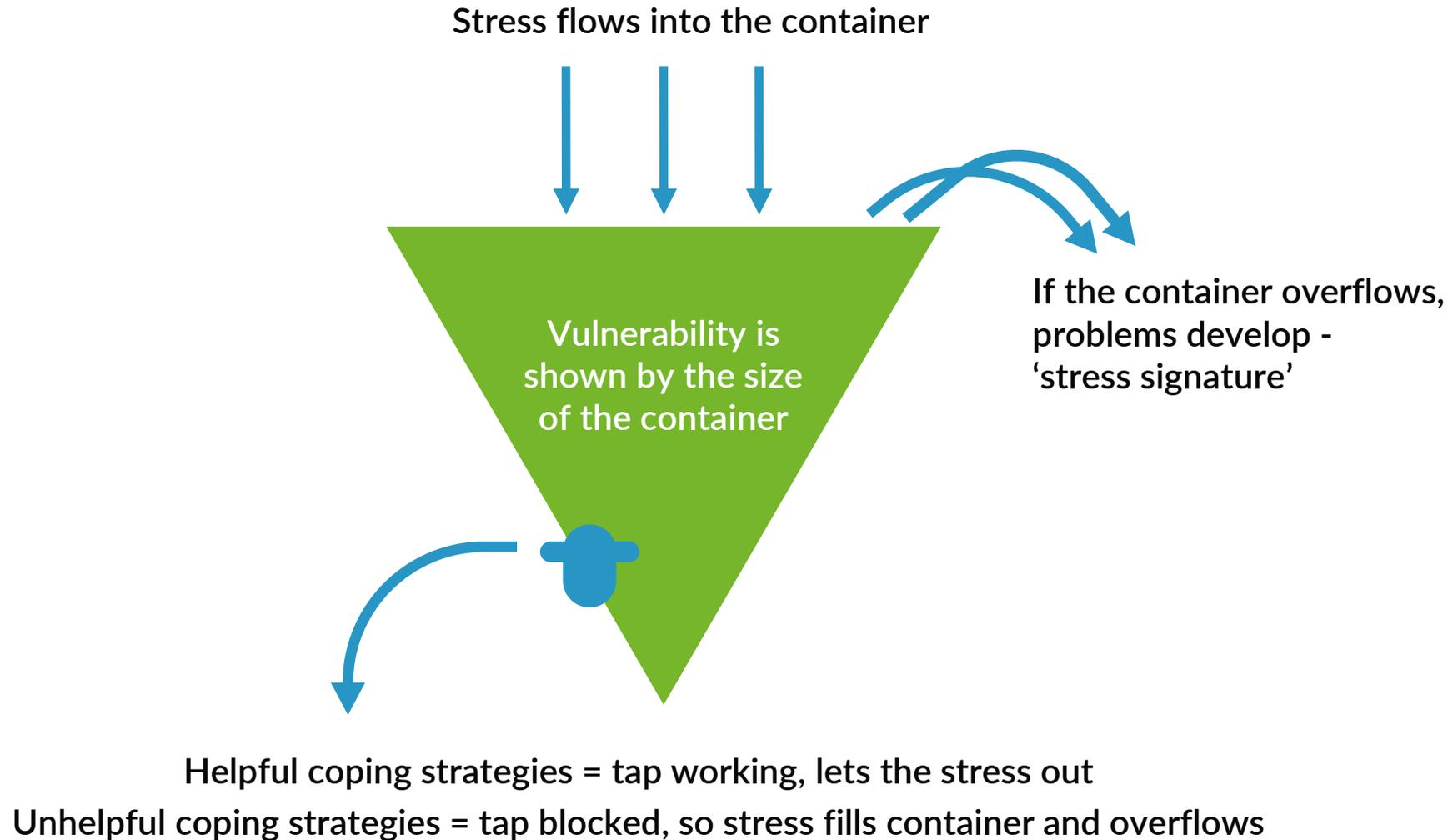


Provide guidance and accurate information around additional sources of support that they may be able to access



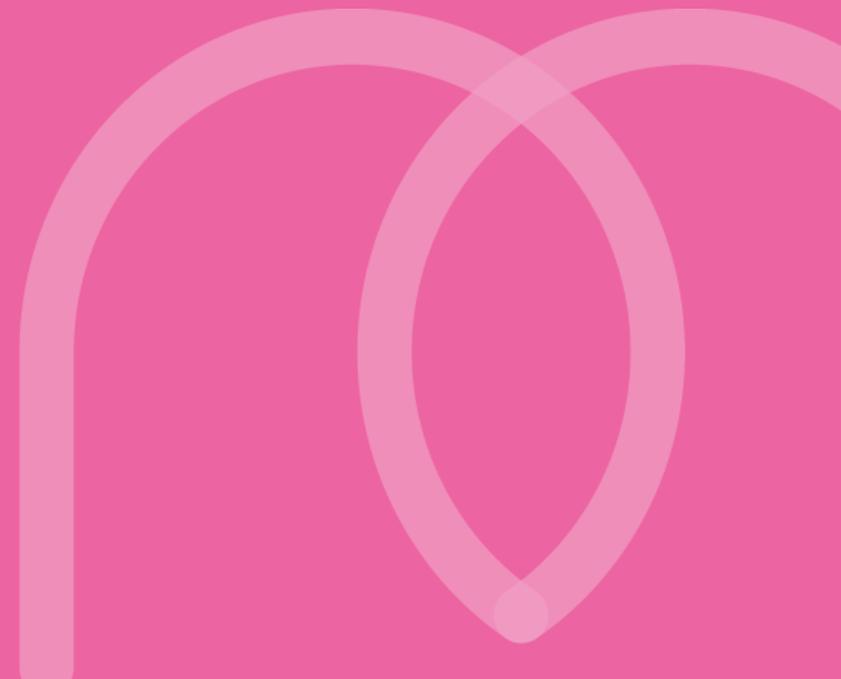
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What's in your Stress Container?



Activity: Stress Container

1. Individually, draw your stress container and fill it with all of the big things that are causing you stress. Write these in CAPITALS.
2. Now start filling in anything else that causes you stress in lowercase.
3. Finally, list your healthy coping strategies that turn on the tap and reduce your stress.



Self-awareness and self-care

Supporting a distressed young person can be confronting and stressful - don't underestimate the effect on your own wellbeing. Manage stress by:



Exercising



Using mindfulness and relaxation techniques



Sleeping



Talking to someone about your experiences



Writing your own support list



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The future of Youth MHFA

- Integrating Youth MHFA as part of initial teacher training
- Adopting Youth MHFA as part of a 'whole school' approach
- Training staff as Youth MHFA instructors



Additional resources



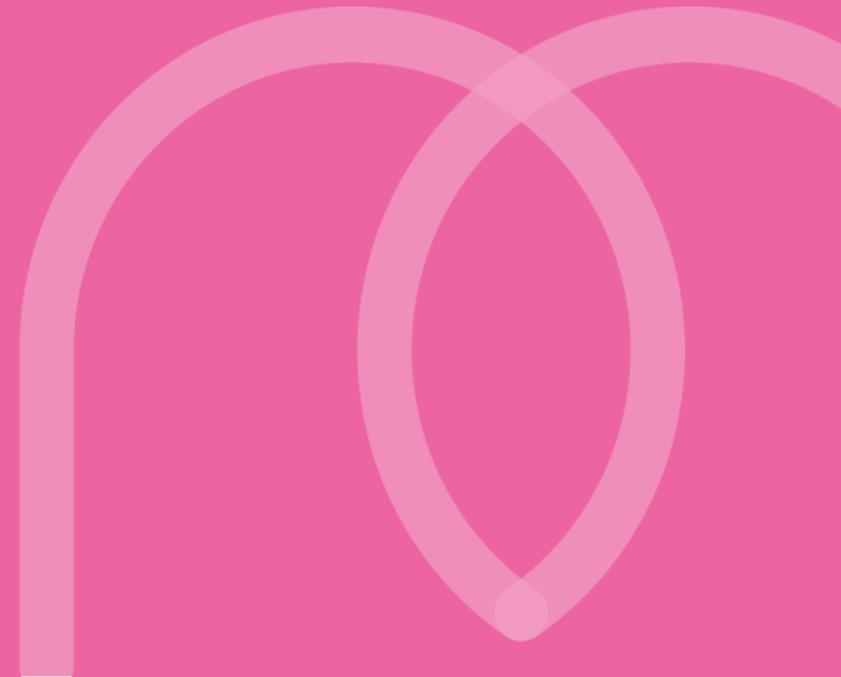
Hands Up 4 Healthy Minds toolkit



10 Keys to Happier Living resource



Case studies



Thank you

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