

MINDAID

Mental Health First Aid App for Teachers

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It's Mental Health Awareness Week

And... It's the start of exams



What better time to think about the
mental health of young people!



Did you know....??

Yet 70% of children don't receive support at a sufficiently early age

Mental health problems in childhood have a long term impact including mental health problems in adulthood, contact with the criminal justice system and lower life expectancy



1 in 10 children in the UK have a diagnosable mental health problem → That's 850,000 children!!

50% of mental health problems start before the age of 14 years old and 75% by the age of 24.

Transforming Children and Young People's Mental Health Provision: A Green Paper (DOH, December 2017)

- ▶ *Set's out the Government's ambition for: earlier intervention and prevention, a boost in support for the role played by schools and colleges, and better, faster access to NHS services in order to fill these gaps.*
- ▶ **Schools identified as having a KEY ROLE because:**
 - ❖ They are well suited to a graduated approach to children's mental health, where children at risk can be identified and offered interventions
 - ❖ The school environment presents triggers for difficulties so it is a good place to provide support
 - ❖ The school environment is non-stigmatising, making interventions offered in this context more acceptable to children and young people

Teachers are key to facilitating early identification and prevention



- Young people want to talk to a trusted adult
- Teachers are often the first to notice if a child has mental health problems (House of Commons, 2017).
- Parents of children with mental disorders are more likely to seek advice or help regarding the disorder from a teacher than any other professional (Kessler, 2010).
- Teachers have an education and skill set that can be the foundation for identifying and responding to mental health problems in their students

BUT... There seems to be a discrepancy between what is being expected of teachers and the necessary support being provided



- ▶ **2016 Department for Education's Teachers Voice survey**
- ❖ whilst **57% felt equipped** to identify behaviour linked to mental health issues, **23% did not** (Smith, Tattserall, Rabiasz & Sims, 2017)
- ▶ **Competence and confidence have been found to diminish 12 months post training**

A teachers view on
children's mental
health...



It's also difficult for young people to talk to teachers. Here are some ideas from our young person service advisory group on what might help ...

"Having advice written down for the student to keep could be really important. When they have a particularly bad day they are unlikely to remember what teachers have said"

"consistently ask us how we are feeling at beginning of a class and remind us that teachers are there for us to speak to if anything is bothering us"

*"Approaching a big group of teachers is often daunting
For example knocking on a staffroom door"*

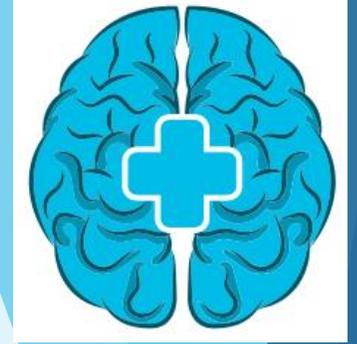
"Creating a quiet space for those having difficulties to relax and de-stress in."

"Teachers that are friendly, composed and that can deal with a 'lively' class well are more approachable"

"Ensuring students know about the training will improve confidence in their knowledge and advice making them more likely to actually take it."

"At my school we have a little dog (a Westie called Daisy) that students can walk round school when stressed or just interact with her."

MindAid - Mental Health First Aid training tool for Teachers



- ❖ MindAid is a **Digital web-based application that acts as a Mental Health First Aid training tool**
- Supporting teachers with early recognition, identification and support for young people experiencing mental health difficulties
- This is key for early intervention and prevention of common mental health problems

What are the advantages of MindAid?

It's so easy to use!!



[About](#) [Listen](#) [Question](#) [Learn](#) [Refer](#)

 LISTEN

 QUESTION

 LEARN

 REFER

MindAid has four main functions

- ▶ **LISTEN**. Specific suggestions on the best way to talk about mental health problems with young people:
- ▶ **QUESTION**: Uses an evidence-based questionnaire called 'Me and My Feelings' to further guide understanding of possible emotional and behavioural difficulties. No data is stored.
- ▶ **LEARN** more about mental health. Modules on common mental health problems including information on the problem and action the teacher can take. Content is linked to existing evidence based information resources such as MindED
- ▶ **REFER**: easily accessible localized self help and referral information to make signposting to effective help easier.

Other advantages...

- ❖ **It's *easily* and *immediately* accessible on any device**
 - Less time consuming than taking time out for a days training
 - Continued access to mental health training as opposed to one day training
- ❖ **It's specifically designed for secondary school teachers**
- ❖ **It has links to evidenced based resources:**
 - ▶ Me & My Feelings Questionnaire (Deighton et al., 2013).
 - ▶ MindEd information resources (Royal College of Paediatrics and Child Health 2016).

Would your school like to take part in the MindAid project?

- ▶ *To explore effectiveness and usability of MindAid app we are giving schools the opportunity for their Teaching staff to trial MindAid for three months*
- ▶ **To test it's effectiveness we ask teachers to complete 3 Questionnaires used to measure their Mental Health Literacy pre and post three months**
- ▶ **To examine it's usability we are asking 2-3 teachers from each school to complete Telephone interview to get in depth feedback so we can continue to develop it as a training tool**

Mental Health Literacy Scale

The purpose of these questions is to gain an understanding of your knowledge of various aspects to do with mental health. When responding, we are interested in your degree of knowledge.

Therefore when choosing your response, consider that:

Very unlikely = I am certain that it is NOT likely

Unlikely = I think it is unlikely but am not certain

Likely = I think it is likely but am not certain

Very Likely = I am certain that it IS very likely

1
If someone became extremely nervous or anxious in one or more situations with other people (e.g., a party) or performance situations (e.g., presenting at a meeting) in which they were afraid of being evaluated by others and that they would act in a way that was humiliating or feel embarrassed, then to what extent do you think it is likely they have **Social Phobia**

Very unlikely Unlikely Likely Very Likely

2
If someone experienced excessive worry about a number of events or activities where this level of concern was not warranted, had difficulty controlling this worry and such as having tense muscles and feeling fatigued then to what extent do you think they have **Generalised Anxiety Disorder**

Very unlikely Unlikely Likely

3
If someone experienced a low mood for two or more weeks, had a loss of their normal activities and experienced changes in their appetite and sleep you think it is likely they have **Major Depressive Disorder**

Very unlikely Unlikely Likely

4
To what extent do you think it is likely that **Personality Disorders** are illness

Very unlikely Unlikely Likely

5
To what extent do you think it is likely that **Dysthymia** is a disorder

Very unlikely Unlikely Likely

6
To what extent do you think it is likely that the diagnosis of **Agoraphobia** situations where escape may be difficult or embarrassing

Very unlikely Unlikely Likely

13
To what extent do you think it is likely that **Cognitive Behaviour Therapy (CBT)** is a therapy based on challenging negative thoughts and increasing helpful behaviours

Very unlikely Unlikely Likely Very Likely

14
Mental health professionals are bound by confidentiality; however there are certain conditions under which this does not apply.

To what extent do you think it is likely that the following is a condition that would allow a mental health professional to **break confidentiality**:

If you are at immediate risk of harm to yourself or others

Very unlikely Unlikely Likely Very Likely

15
Mental health professionals are bound by confidentiality; however there are certain conditions under which this does not apply.

To what extent do you think it is likely that the following is a condition that would allow a mental health professional to **break confidentiality**:

If your problem is not life-threatening and they want to assist others to better support you

Very unlikely Unlikely Likely Very Likely

Please indicate to what extent you agree with the following statements:

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
16. I am confident that I know where to seek information about mental illness					
17. I am confident using the computer or telephone to seek information about mental illness					
18. I am confident attending face to face appointments to seek information about mental illness (e.g., seeing the GP)					
19. I am confident I have access to resources (e.g., GP, internet, friends) that I can use to seek information about mental illness					

If you would like your school to take part, please contact the MindAid team

The MindAid Team

Tessa Saunders (Trainee Clinical Psychologist)

Tessa has 8 years of experience working in mental health and is currently completing her Clinical Psychology Doctoral Training

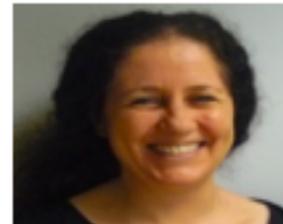


Dr Helen Pote (Clinical Psychologist & Senior Lecturer, RHUL)

Helen has 20 years' experience working in the NHS supporting young people, schools and teachers. Helen developed MindAid.



Dr Anna Picciotto (Consultant Clinical Psychologist and Deputy Service Lead of Islington Community CAMHS)



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This presentation was developed in collaboration with Royal Holloway University and The South East Research Network

Please sign up to the South East Research Network and come to our free practitioner event on Friday 6th July. Follow the link below:

<https://www.royalholloway.ac.uk/psychology/research/serns/home.aspx>