

The National Context for Mental Health. Why we need to SMILE !!

Professor Barry Carpenter CBE, OBE, PhD.

*Professor of Mental Health in Education,
Oxford Brookes University, UK.
Fellow, University of Oxford*

[www. barrycarpentereducation.com](http://www.barrycarpentereducation.com)



Contact details

www.barrycarpentereducation.com

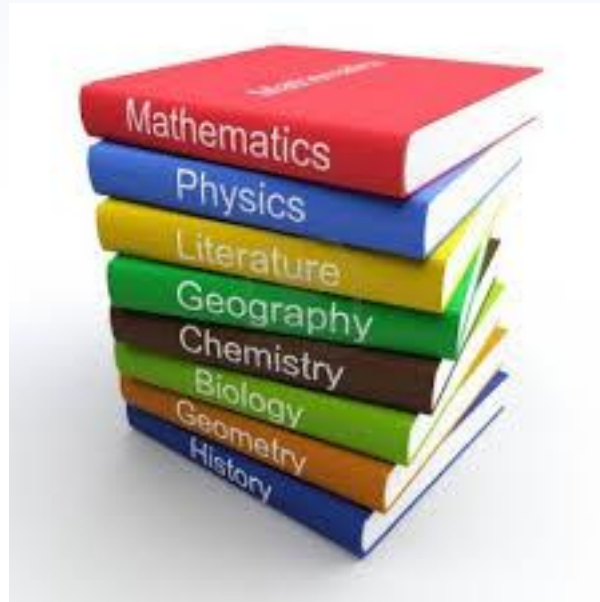
www.engagement4learning.com

Why SMILE ?



Policy....

....and Current issues





Fundamental Facts Sheet

www.mentalhealth.org.uk

Mental health

has been defined as:

‘A positive sense of wellbeing which enables an individual to be able to function in society and meet the demands of everyday life: people in good mental health have the ability to recover effectively from illness, change or misfortune.’

Mental Health Foundation (2015)



The Child Mental Health crisis.

....”a Childhood Mental Health crisis driven by social mediaCompanies such as Google and Facebook should face tough scrutiny.....

The Country needs to ask some searching questions around the role of technology companies, social media , and the impact it is having on childhood.”

Simon Stevens,
Chief Executive, NHS,
The Times , Thursday 14th June , 2018.

The Internet and Children's Mental Health

“The latest report shows that depression, anxiety and other mental health problems are more common among 10-15 year olds who spend three hours or more on Facebook, Instagram and other sites.

The report showed that these children were immersed in a “virtual world”, which was damaging the way they saw themselves and the way they perceived the world. There was also a reduction in reciprocal social interaction.”

Office of National Statistics, (2015)

**‘Health is the basis for a good
quality of life and **mental
health** is of overriding
importance in this.’**

Article 24

***United Nations Convention on
the Rights of the Child***

Mental Health is not a dirty word.....

“...We all have Mental Health like we do physical health, good or ill.

But not seeking help at those times when it all seems too much, or we are depressed or anxious, can impact the rest of our lives.”

Prince William,
World Mental Health Day,
11th October, 2016



, Mentally Healthy Schools

A new website

- “, that offers primary schools access to quality-assured information, advice and resources to support their pupils’ mental health.”

HRH the Duchess of Cambridge,
27th January , 2018

www.headstogether.org.uk

Mental Health - The Green Paper

- *“This green paper therefore sets out an 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 “*

Transforming Children and Young People’s Mental Health Provision: a Green Paper

Department of Health (DoH) and the Department for Education (DfE)

December 2017

The Changing Role of Schools

“School is a critical environment where young people should be able to flourish across all domains of their lives. The gaps and concerns this report so clearly identifies reinforce the need to provide young people with the help, support and self-empowerment to develop and maintain resilience to stay mentally healthy in order to achieve and develop to their full potential.”

Professor Dame Sue Bailey, (2015)
Chair of the Children and Young People’s Mental Health Coalition
Centre Forum Report

‘What really matters in children and young people’s mental health’?

- ... puts the role of schools at the heart of improving mental health services for children and young people.
- ... the report recommends that schools should be able to teach children and young people about mental health in the same way they teach them about literacy or numeracy.

The Values-Based Child and Adolescent Mental Health System Commission
<http://www.rcpsych.ac.uk/>

**By 2020
depression will be the
most prevalent childhood disorder**

Pretis, M. and Dimova, A. (2008);



The Changing Pattern of Mental Health in Childhood

The Office of National Statistics reports that...

‘20.08 per cent of children and teenagers experienced mental health problems at some point.’

ONS (2015)



One in five children have SEN, but children with SEN are three times more likely to have mental health problems.

Office of National Statistics (2010)

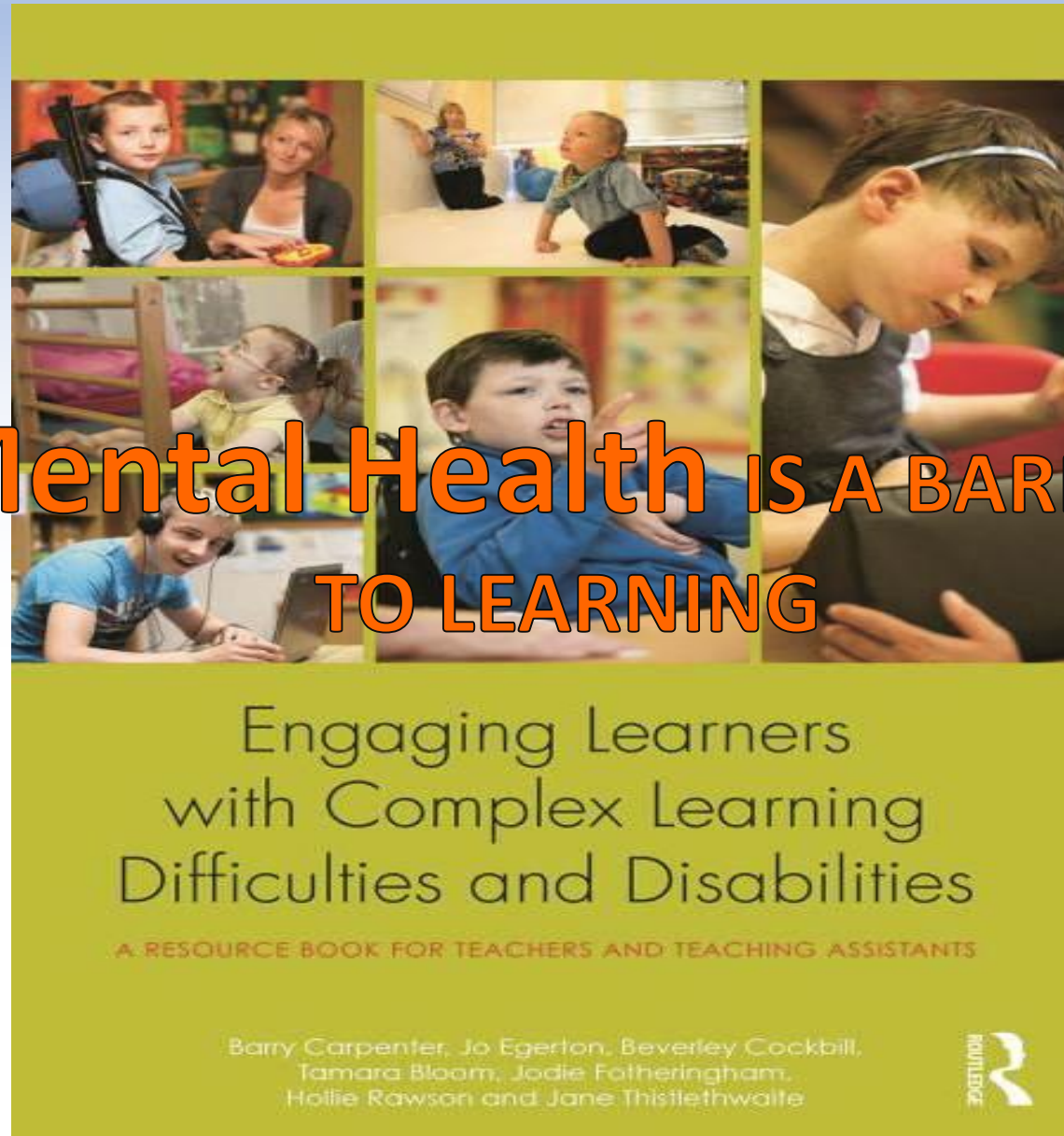


Mental Health – a complex need.

- “”Mental Health is the most pervasive and co-occurring need to compound and complicate children's SEND.”
- “It is still too often the case that the mental health needs of young people with SEND go unnoticed until the problems are severe and entrenched. “

Carpenter et al, (2015). Carpenter, (2017)

Mental Health is A BARRIER TO LEARNING



Mental Health – a complex need.

- “”Mental Health is the most pervasive and co-occurring need to compound and complicate children's SEND.”
- “It is still too often the case that the mental health needs of young people with SEND go unnoticed until the problems are severe and entrenched. “

Carpenter et al, (2015). Carpenter, (2017)

**‘The most frequently co-occurring of all
Complex Needs is Mental Health.**

**It can disturb the developmental
trajectory of learning for **any child**,
disabled or non-disabled.’**

Carpenter et al (2015)

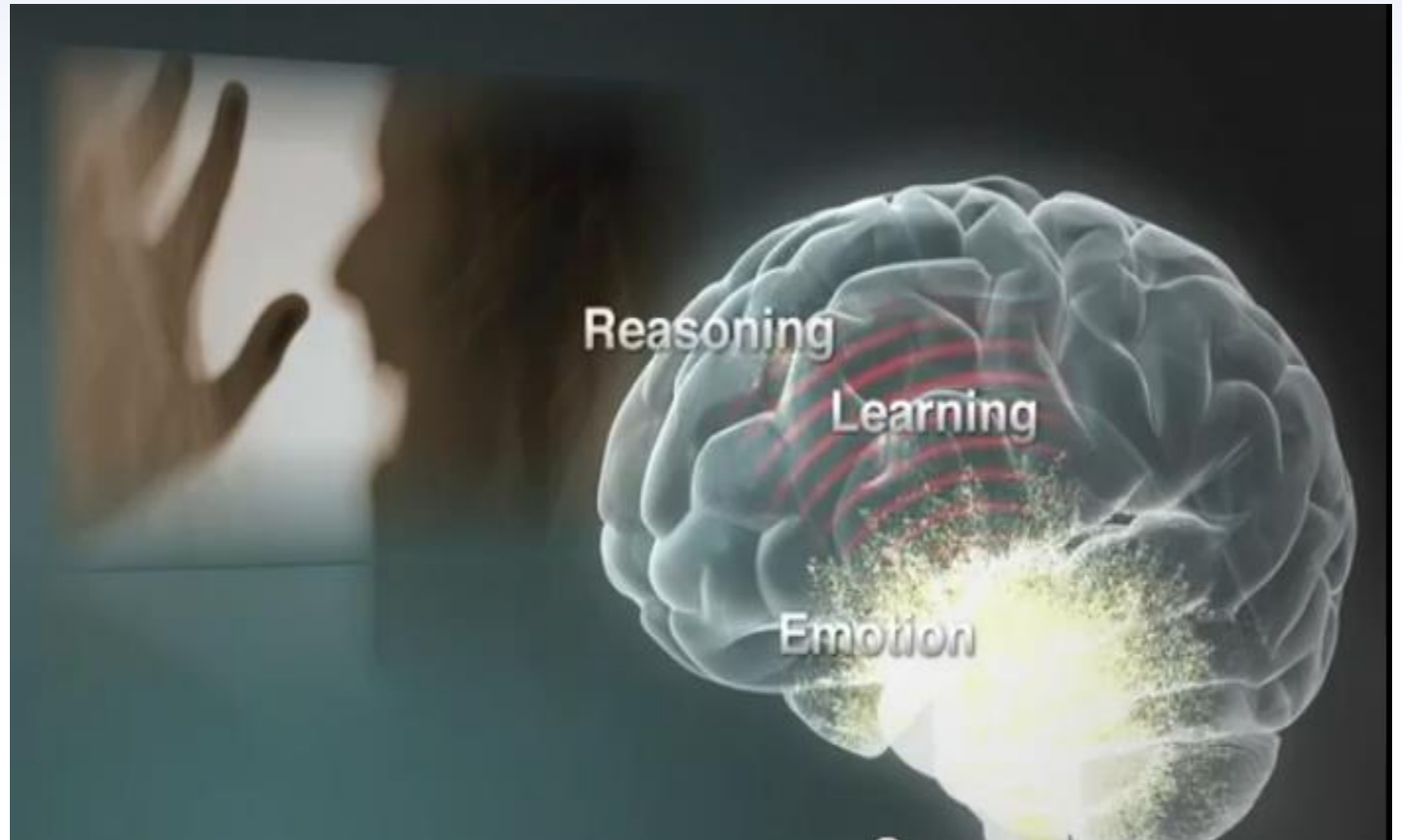
*Educating Learners with Complex Learning Difficulties
and Disabilities.*

London; Routledge

Key development

Code of Practice on Special Educational Needs and Disabilities , (2015)

Social, Emotional and Mental Health



Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as **anxiety or depression, self-harming, substance misuse, eating disorders** or physical symptoms that are medically unexplained. Other children and young people may have disorders such as **attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.**

Department for Education/Department of Health (2015)



Why attachment matters

- 50% of life-time mental illness starts before age 15
- Many of these problems are rooted in unmet attachment needs/early trauma
- As many as 80% of children diagnosed with ADHD have attachment issues
- 98% of children surveyed in one area experienced one or more trauma event – for one in four this trauma resulted in behavioural and/or emotional disturbance

www.attachmentawareschools.com

Secure attachment and learning profile

Securely attached children are more likely to be:



- ✓ better problem-solvers
- ✓ more curious
- ✓ have increased quality and duration of learning
- ✓ have higher academic achievement

Securely attached children are more likely to be:



- ✓ co-operative and self-regulative
- ✓ less likely to develop emotional and behavioural problems
- ✓ more socially empathetic and less biased in interpreting behaviour of others
- ✓ more self-aware (self-knowledge)

The 4 S's of Attachment

Seen =

Safe =

Soothed =

Secure =

(Siegel, 2013)





Defining Self-Harm

Self-harm is something that affects at least one in 15 young people, making their lives extremely difficult and seriously affecting their relationships with friends and family.

Self-harming behaviours are almost by definition secretive, and parents and carers frequently will not know what is happening.

The average age for young people to begin self-harming is approximately 12 and the majority of self-harmers are aged between 11 and 25 years old.

Rae, T. & Walshe, J. (2017)

These behaviours might involve the following...

- Taking too many tablets
- Burning
- Cutting
- Banging or scratching their own bodies
- Breaking bones
- Pulling hair
- Swallowing toxic substances or other inappropriate objects

Digital self harm...

- ... is the anonymous on line posting , sending or sharing of hurtful content about oneself.
- The study shows the adolescents engaging this practice are at risk of mental health problems, physical self harm, and suicide.

Patchin and Hinuja, (2017)

...70,000 cases of self harm in schools reported in 2017.(
June,2018)

Mental Health and FASD

- 92% had a mental health diagnosis (psychiatric disorder)
- 65% were diagnosed with ADHD
- 45% with depression, and
- 21% with panic disorder.

O'Malley, K.D. (2013) 'Developmental psychiatric disorders in children, adolescents and young adults with FASD'.

In Carpenter, B., Blackburn, C. and Egerton, J. (eds) *Fetal Alcohol Spectrum Disorders : Interdisciplinary perspectives*.
London; Routledge.

ADHD

‘Mind wandering’

Some networks [in the brain]
are not switched on.

Some are switched on, and
won't go off!

(Dr Janneke Zinkstok, 2013)





Girls and Autism: Flying Under the Radar

*A quick guide to supporting girls
with autism spectrum conditions*



Masking.....

Autistic girls, particularly girls with HFA/AS, appear to develop coping mechanisms that mask their problems, such as becoming observers or social chameleons, or by internalising aggression and anxiety .

(Solomon et al, 2012)

The Insider Perspective.....

“Girls on the Autism Spectrum are mimicking and camouflaging its like trying to be an Actor 24 hours a day your brain is ‘wired differently’ and it can all lead to mental health problems.”

From an interview with Robyn Steward
August 30th 2016



July 2018

Hb: 978-0-8153-7725-2 | £105.00

Pb: 978-0-8153-7726-9 | £29.99

eBook: 978-1-351-23442-9

TABLE OF CONTENTS:

1. Introduction
2. What do we know about girls on the autism spectrum?
3. Neural differences/similarities between males and females with autism
4. Included or excluded? Girls on the autism spectrum – the disappearing statistic
5. 'Let's hear it for the girls'
6. Living with girls on the autism spectrum
7. Gender bias and the lost girls on the autism spectrum
8. Organising provision for girls on the autism spectrum
9. Organising provision for girls on the autism spectrum in mainstream school
10. Girls, PDA and interventions
11. Leadership issues in the current educational climate
12. Mental health
13. Friendships
14. Puberty/sex/sexuality
15. Girls for the future: Preparing for post-school transitions
16. The advantages of autism: a personal journey
17. Training, standards, competences and partnerships: developing skills in the workforce
18. From girls to women: issues for the future
19. A call for action: where to and why?

Girls and Autism

Educational, Family and Personal Perspectives

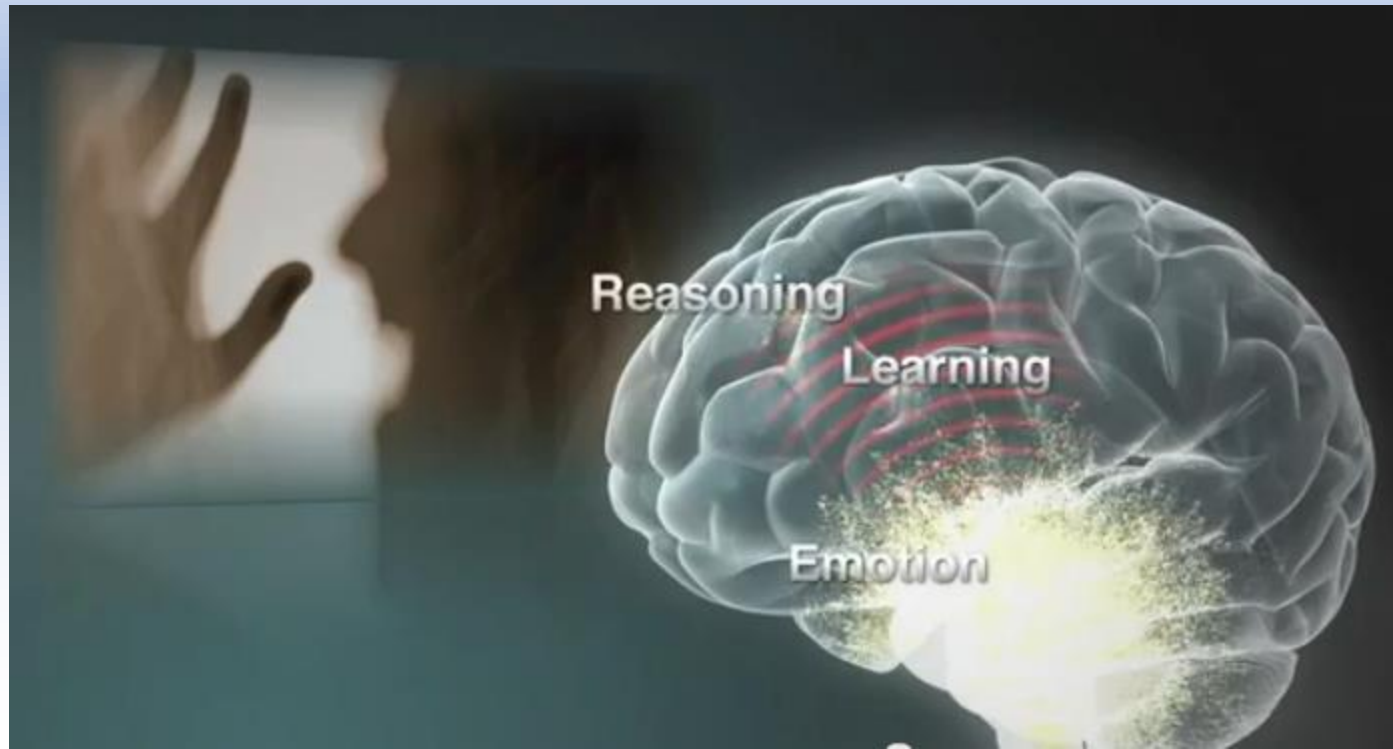
Edited by **Barry Carpenter, Francesca Happé, Jo Egerton**

Leading practitioners from a range of disciplines bring their cutting-edge perspectives to provide insights, knowledge and strategies for educators at the front-line of working with girls on the autistic spectrum. When it comes to providing necessary support, girls with autism are often overlooked because their identifying behaviours can be different to those of boys. Without a diagnosis of autism, girls on the autism spectrum can struggle with extreme stress, leading to mental health issues, problem behaviours, school refusal or other outcomes which impact on adult lives.

This book will show its reader how to better understand girls with autism, enabling educators to recognise, understand, refer, support and teach them more effectively.

Hb: 978-0-8153-7725-2 | £ 105.00

Pb: 978-0-8153-7726-9 | £29.99



'Anxiety is a key block to learning. It can prevent the imprint on the brain.'

*McCulloch, A. (2008)
'Mental health and teaching'*

**The anxious
child
is not a
learning child!**



Vulnerable children...



...Fragile learners

Happy



OR



Sad

Happiness Box





The Power of Pictures

www.booksbeyondwords.co.uk

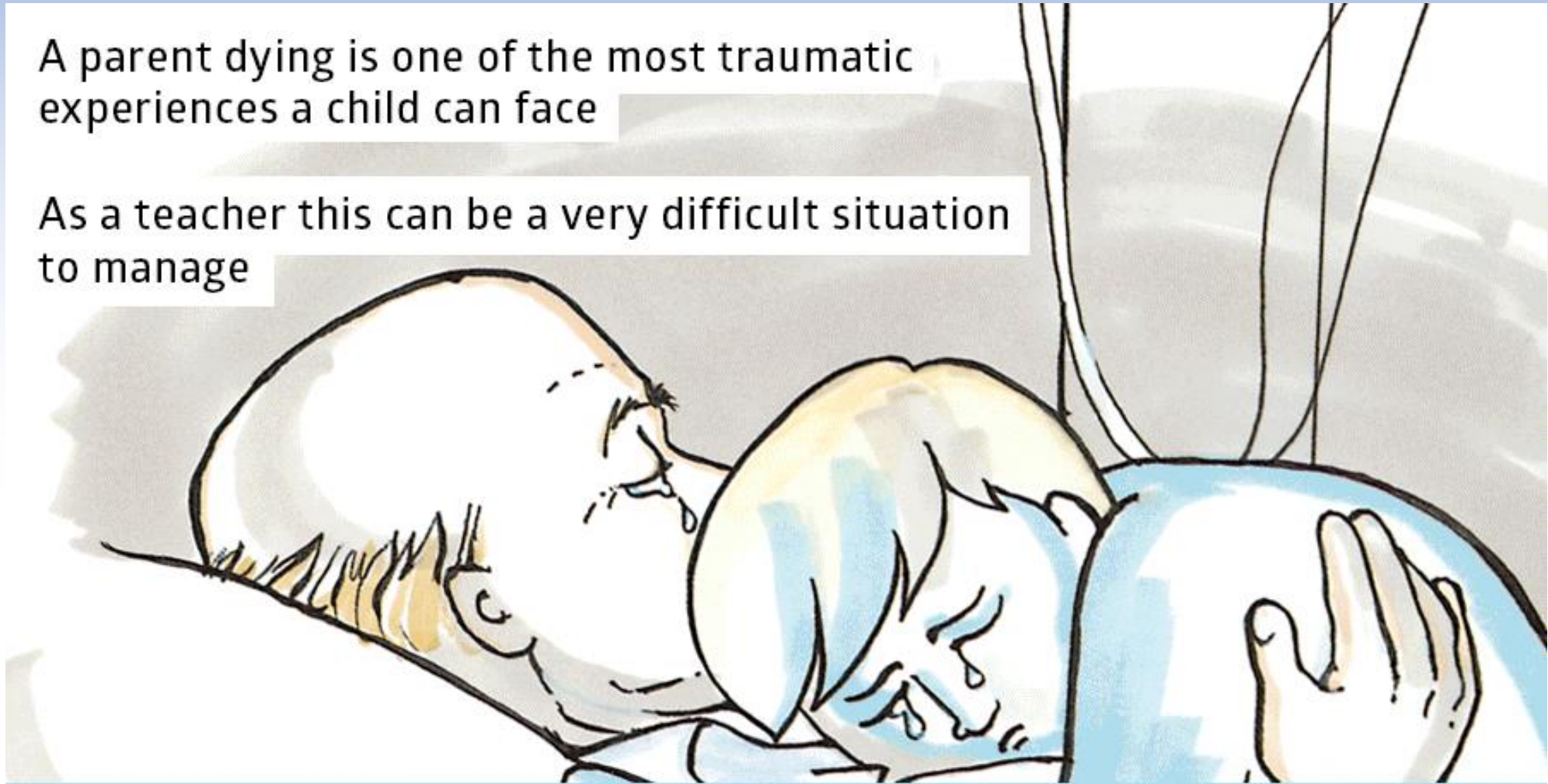
Books Beyond Words

<http://www.booksbeyondwords.co.uk/>



A parent dying is one of the most traumatic experiences a child can face

As a teacher this can be a very difficult situation to manage



Evidence for Learning

based approach

...an holistic evidence-



- Assess against **ANY** curriculum framework including your own custom-built frameworks
- Combine developmental progression frameworks with completely personalised learner-centred targets and outcomes
- Automatically link evidence, achievements, outcomes and judgements
- Tools for working with and assessing **engagement** and other key indicators of learning and development
- Engage, empower and involve parents and carers
- Insights and reporting of assessment and evidence data



www.evidenceforlearning.net

alan.wood@theteachercloud.net

The Importance of Mental Health in Schools

- Mental Health is responsible for an increasing epidemic of harm to our youngest members of Society. The damage in later life can be life limiting. Life threatening, irreparable and lead to further generations experiencing the same. For those that are lucky, help is found. For those that are less lucky, they suffer. For those unfortunate, the consequences are incomprehensible.

Hollingsley, J. (2018)

An Educator's Guide to Mental Health and Well Being in Schools .

Emotional flourishing....

“If anything connects us as a humanity, it is our vulnerabilities.”

