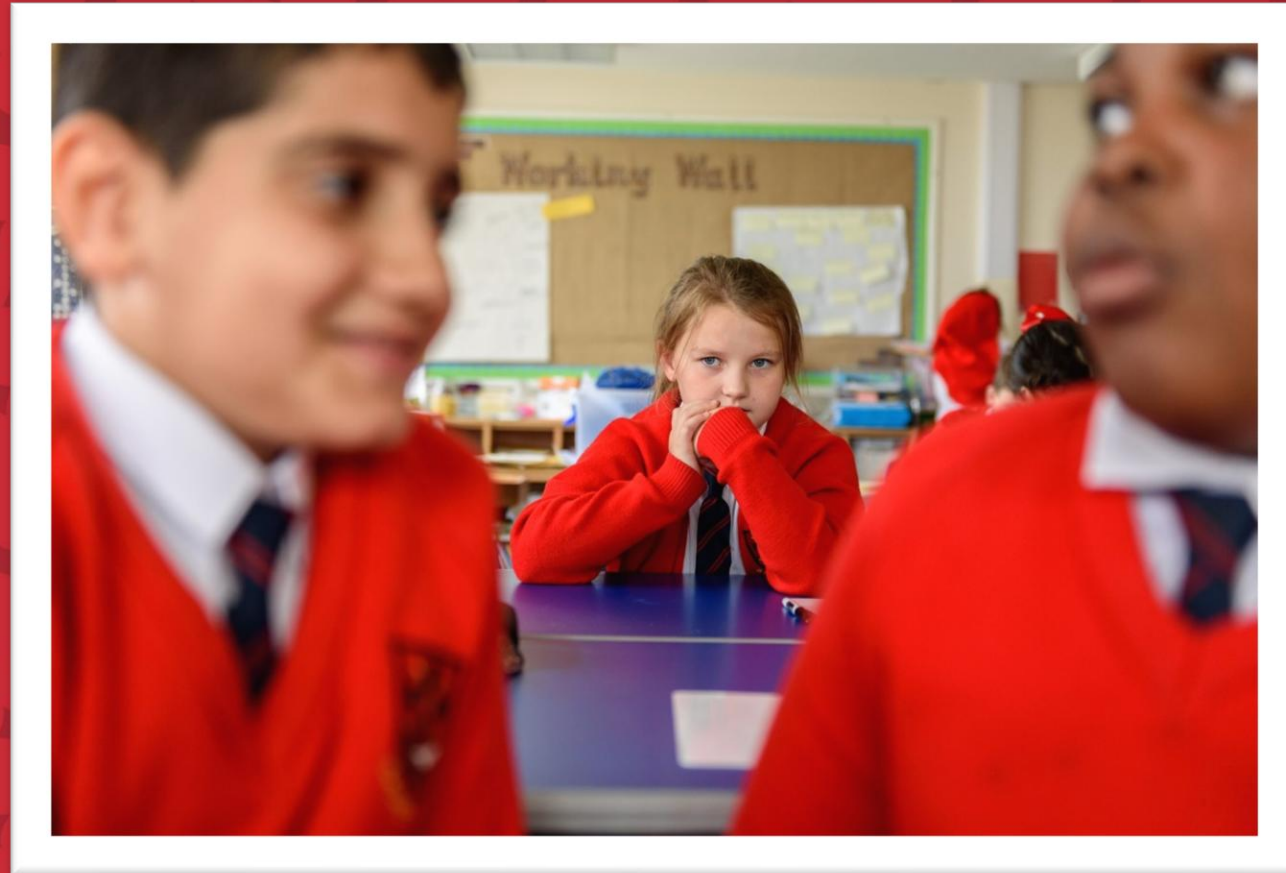




Part 3 – ROAR Response to low mood, depression and suicide



What do we mean by low mood and depression?





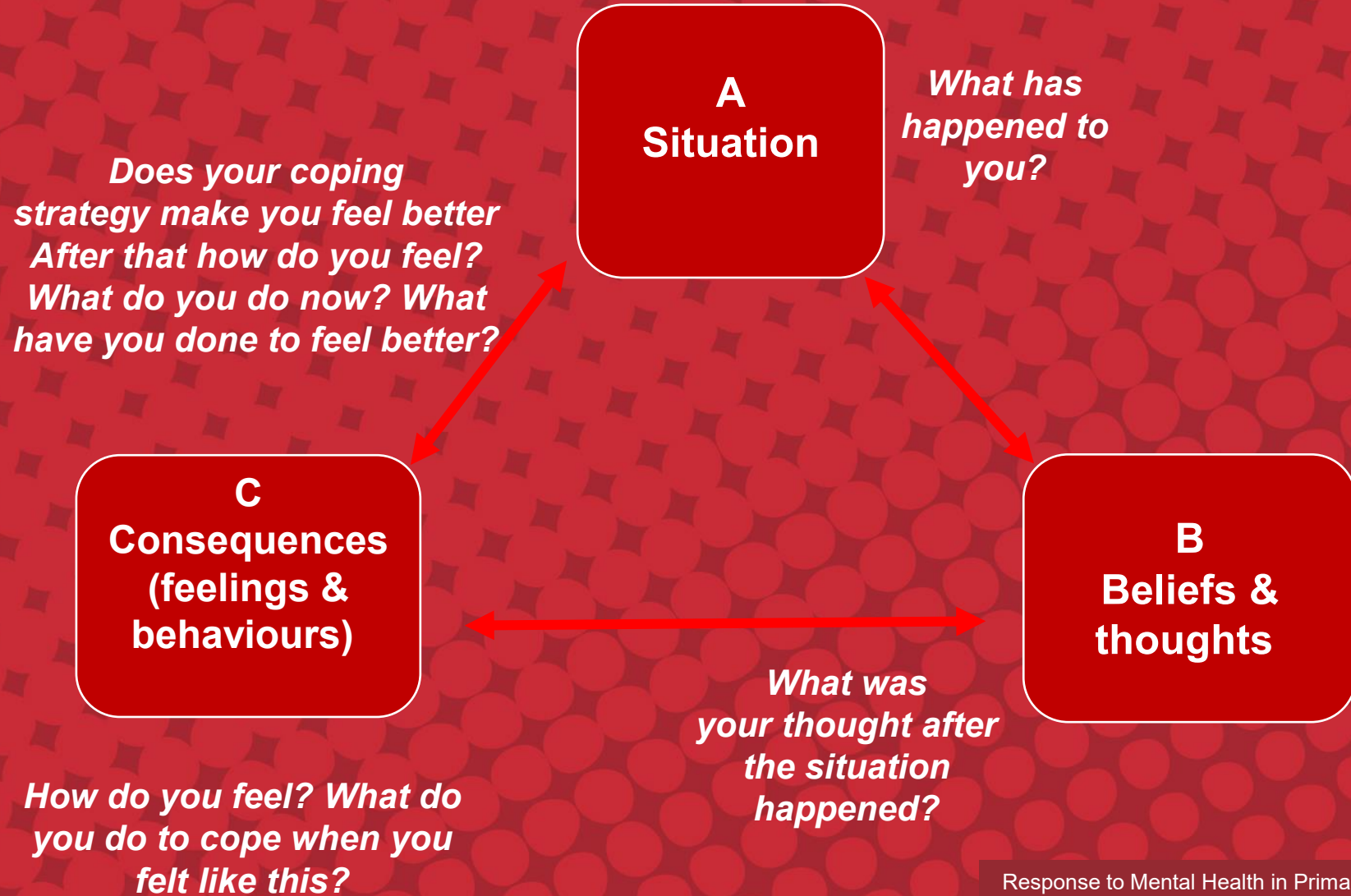

Mental Health Support
for children & young people in Liverpool




Response to Mental Health in Primary Schools



CBT model for low mood





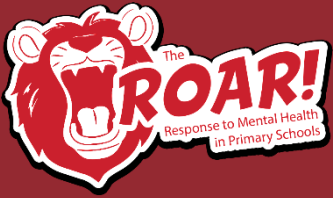
Behaviour is the key

The things people do when they are low can reinforce their low mood.

In order to help a child with low mood, it's important to understand what their behaviour is when they are feeling low, and how those behaviours make them feel.

Is the thing they are doing maintaining their low mood?





Sometimes we just need to be sad with them for a moment





Not getting any enjoyment out of the things they used to enjoy



Sleeping lots, or not at all



Tiredness



Depression signs and symptoms

Feeling hopeless



Lack of energy



Appetite changes – under, or overeating



Having suicidal thoughts or thoughts about hurting yourself



Lack of concentration



We can all have days when we feel low and this low mood tends to lift after a short while. However, a low mood that doesn't seem to go away, or if the above symptoms are present for more than two weeks, this could be a sign of depression.



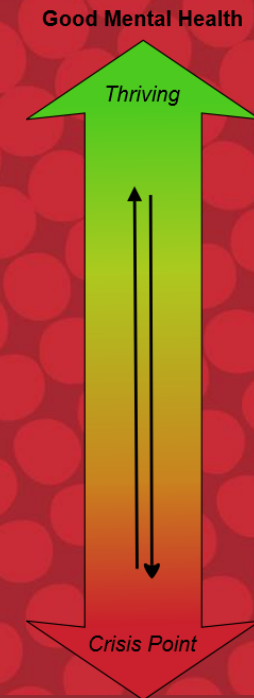
Suicide

Children have lots of things going on, as we can see from the stress buckets. Some of these stresses may range from pressures in school, at home, the future, falling out with friends, and many more.

Young people who don't have any coping strategies for dealing with these stresses, and who have little or no support can sometimes feel no one will be able to help them and that killing themselves is the best way out.

The risk of suicide is higher when a young person:

- Is depressed, or when they have a serious mental illness.
- Has self-harmed.
- Has a relative or friend who tried to kill themselves.
- Has planned for a while about how to die without being saved.
- Feels hopeless and worthless.
- Is using drugs or alcohol when they are upset.
- Has tried to kill themselves a number of times before.





Ask appropriate questions

- Have you ever had a thought of killing yourself?
- Do you have a plan to do this?
- If you had one wish tonight when you go to sleep, what would it be?
- What would you say to your friend who was feeling this way?
- What thoughts pop into your head when you are feeling this way?
- On a scale of 1 – 10 how serious do you feel about this?
- Who else have you spoken to about this before today?
- What do you mean when you say...?



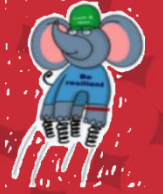
ALWAYS KEEP YOUR SCHOOL SAFEGUARDING PROCEDURE AT THE FOREFRONT OF YOUR MIND.




Remember to always thank the child for being honest about how they are feeling, don't panic, show empathy, listen to them, and keep trying to spot the big thought!





Safety Plan



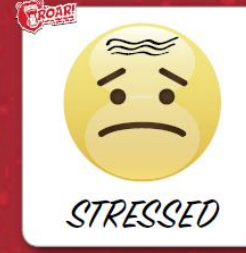
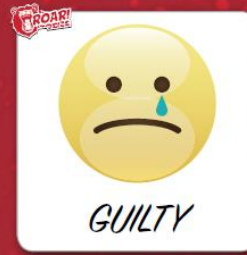
<p>Things that lead to bad feelings:</p> <p>How will I know when I'm starting to feel bad?</p> 	<p>Why do I want to be alive?</p>	<p>What will keep me safe?</p> <p>Where can I go to be with people?</p> <p>What do I need to help me to calm down?</p> 	<p>Things that make me feel happy:</p>
<p>SAFE</p>	<p>My favourite saying/lyrics...</p> 	<p>Someone that cares about me said...</p> <p>If I'm struggling I will contact...</p>	<p>Other helpful numbers are..</p> <p>Childline: 0800 1111 www.childline.org.uk/get-support/1-2-1-counsellor-chat/</p> <p>Samaritans: 116 123 j@samartans.org</p> <p>Hopeline: 0800 068 4141 pat@papyrus-uk.org</p> <p>Kooth: www.kooth.com Text SHOUT to 85258</p>



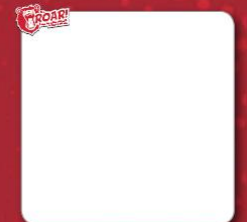
Resources



EMOTION CARDS



EMOTION CARDS



Response



Resili-ANTS Challenge

MY RESILI-ANTS CHALLENGE

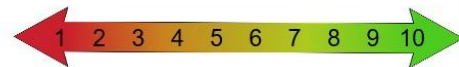
Over the next week set yourself some challenges to build your resilience. You can do up to 5 a day. Choose the Resili-Ant that you want to challenge you and write down what that challenge is. For example if it's Basics Bob, his challenge might be to eat a healthy breakfast. When you've done it cross it off.

Before this challenge week I feel...



Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					
Sunday					

After this challenge week I feel...



Mood Diary

MY MOOD DIARY

Write down some of the things that you do over the next week and rate your mood before and after them.



What did you do?	How did you feel before?	How did you feel after?
I played out on my bike	4/10	8/10



My diary shows me that one thing that helped my mood was:

One thing that had a bad effect on my mood was:





R

Recognise the signs and symptoms

O

Ask **Open** questions
(try to spot the **BIG** thought)

A

Access Support, Services & Self-care

R

Build **Resilience**



R

Recognise the signs and symptoms

- Children may seem teary, they might stop doing the things that they used to like doing.
- They may be easily irritated, have a lack of energy or disturbed sleeping patterns.
- Low mood or depression may be hard to spot; if you suspect a child is suffering with these, you should approach them in a warm manner and let them know you've noticed this in them. It will be hard for them to tell you and understand what they are feeling.





Ask **Open** questions
(try to spot the BIG thought)

- Ask the child if anything has happened in their life that has made them feel sad that they've been thinking about lately. Discuss how these things may have made them feel.
- Go on to ask them when they feel sad, what do they do? If this thing isn't helpful, then it will be reinforcing the low mood.
- Always look out for the big thought, the big thing that is keeping the mood going.
- Use the ROAR thermometer to assess how strong that feeling of sadness is.
- Don't be afraid to risk assess the child for self-harm or suicidal intent.





A

Access Support, Services & Self-care

- Children can be referred to their GP or to one of the local CAMHS partnership services (see the directory).
- Encourage the child to complete a ***Mood Diary (handout in booklet)*** noticing the things that make them happy/sad. Those children that are presenting with anxiety as a result of low mood can use techniques stated in the **ROAR response to anxiety** section.
- Encourage the child to plan into their week things that they enjoy. Their parents can also coach them through this. The child should rate their mood before and after the activity so they notice the positive impact that doing something fun can have on their mood. Parents or staff could reward the completion of these tasks in some way – even with a sticker on the chart.
- Emotion cards



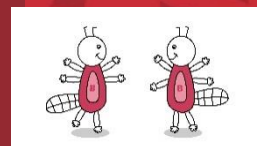


R

Build Resilience



Basic - Talk to the child about getting enough sleep and how their mood is affecting their sleeping patterns. Check the child's diet includes enough nutrients. Encourage the child to take part in sports as these will increase mood.



Belonging - Ask the child to focus on good times and places, reflect upon a time where they felt happy. What were they doing? Could they do this now?



Learning - Highlight the child's achievements, point out things they are doing well, talk to them about the good things you've noticed about them lately. Reflect on this with them and ask them how they feel about this.



Coping - Enable the child to have a laugh. They could watch some funny videos on YouTube, talk about a time when they found something really funny.



Core-self - Allow the child to know that you understand feeling this way must be difficult, but they are not alone and there are lots of ways you can overcome this **together**.

