

WORKING WITH LOW MOOD

Psychology in School Team

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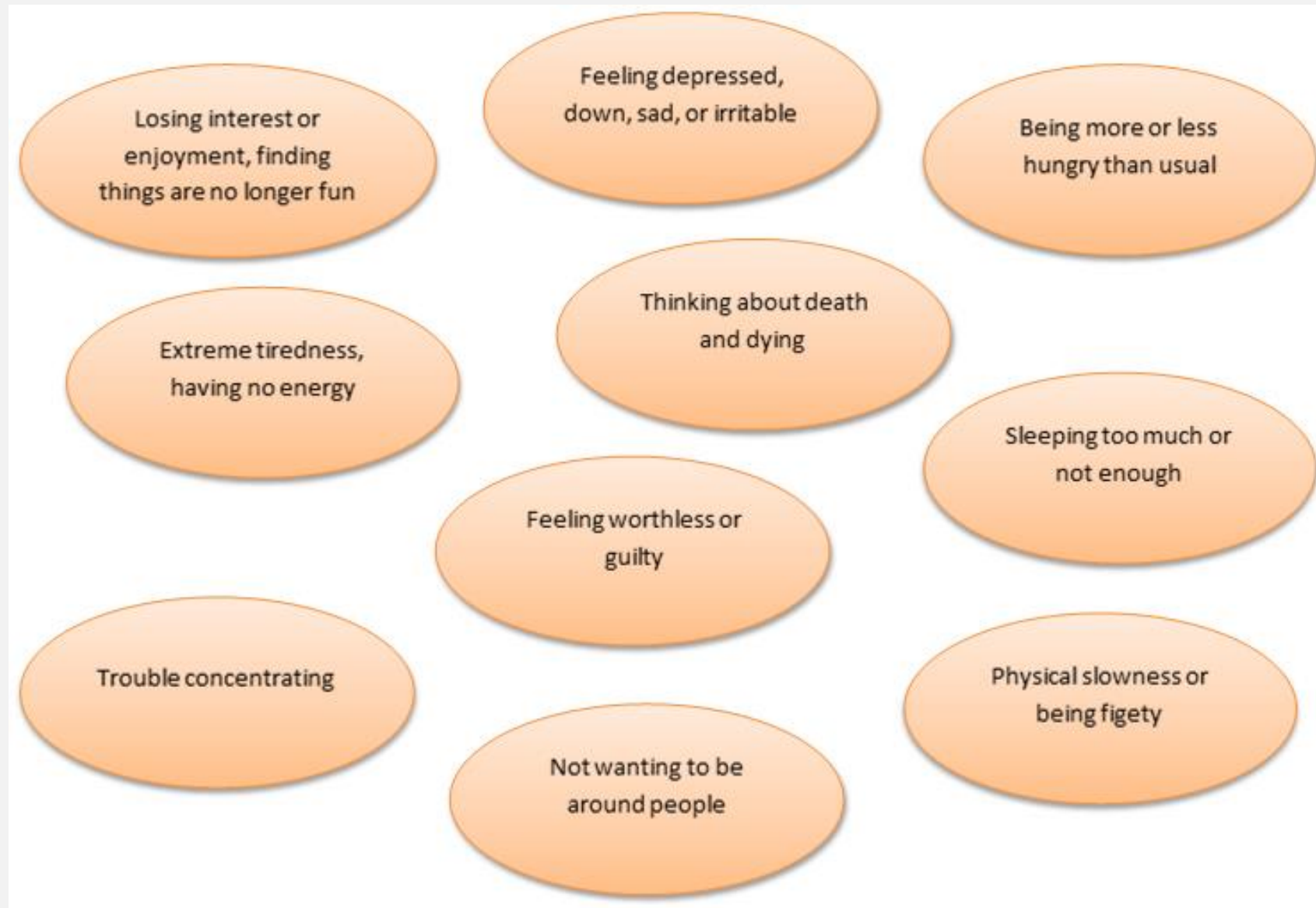
AIMS OF TODAY

- To provide a core understanding of low mood and what keeps it going
- Key factors that can support young people, including behavioural activation, and relationship building
- Managing Risk (inc safety planning)

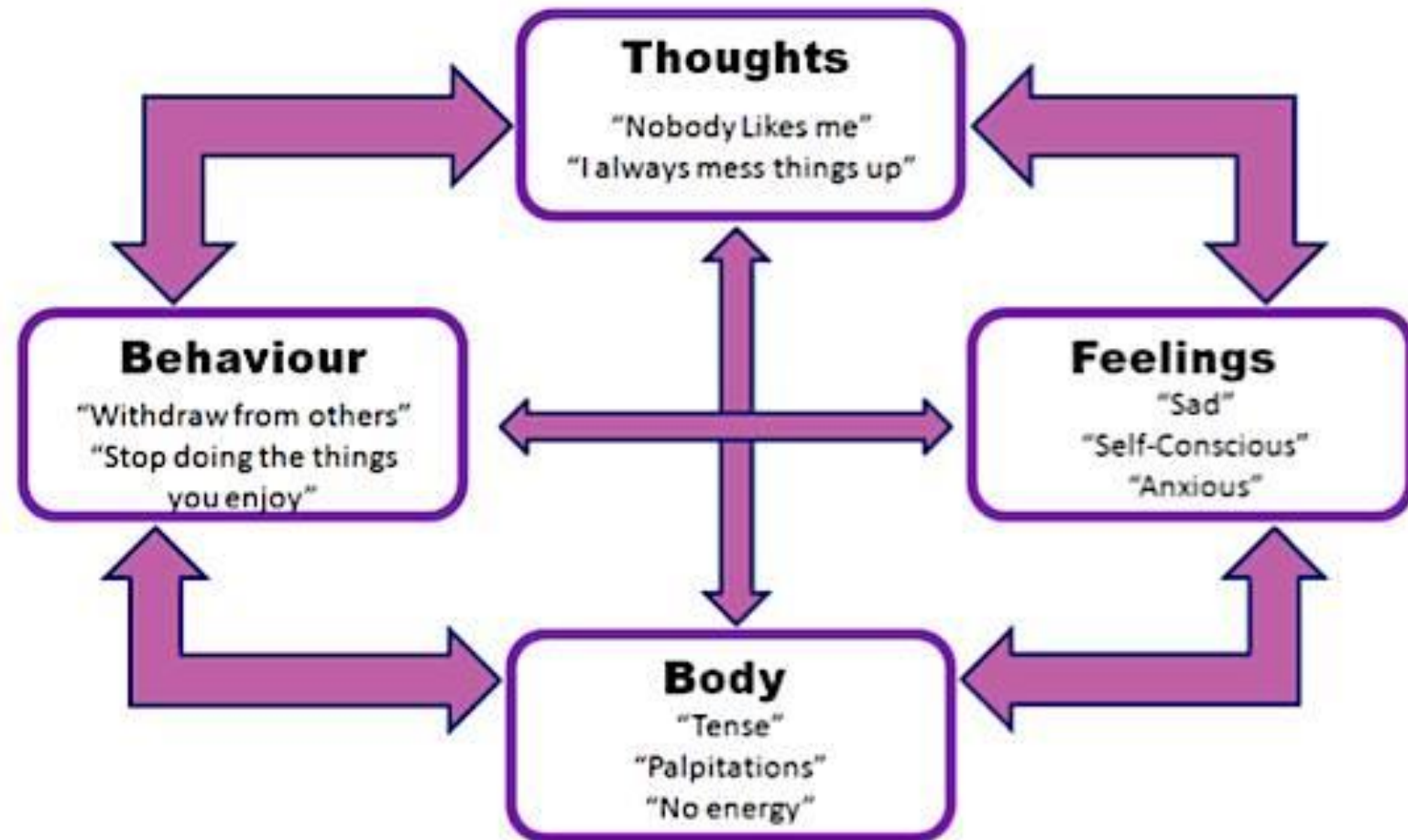
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How would you rate your knowledge of working with children
with low mood?

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VICIOUS CYCLE OF LOW MOOD



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How many low mood present in the classroom?

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LOW MOOD IN THE CLASSROOM

Anger

Irritability

Withdrawal

Disengaged from school work

Reduced concentration

Tearfulness

Frozen

Relationship difficulties



WHY LOW MOOD

- Life Events
- Behavioural Explanations
- Thinking Styles
- Biology
- What makes adolescents more vulnerable

THE LOW MOOD RED FLAGS

Change in behavior

Withdrawn

Loss of interest

Change in sleep pattern/appetite

Significant relationship difficulties

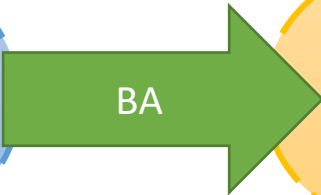
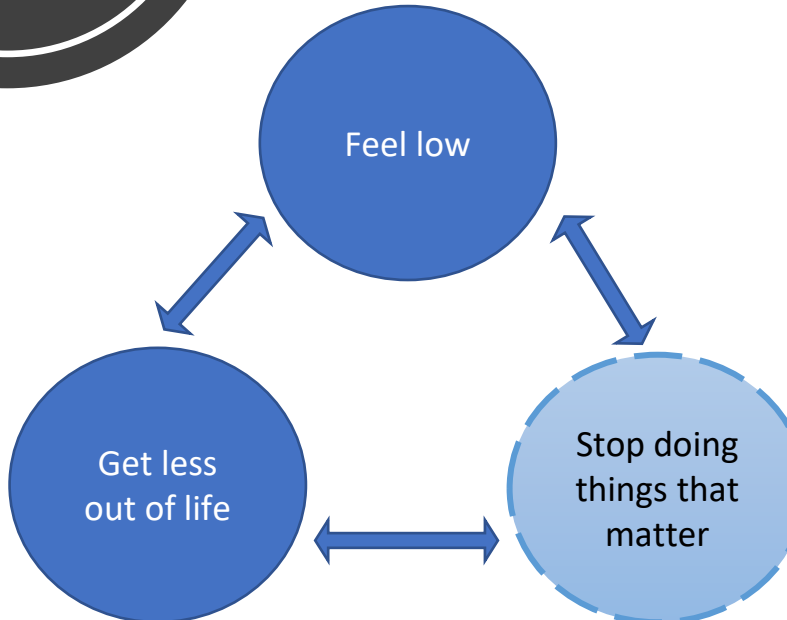
Irritability

Impact/Duration/Hopelessness





Vicious cycle of depression

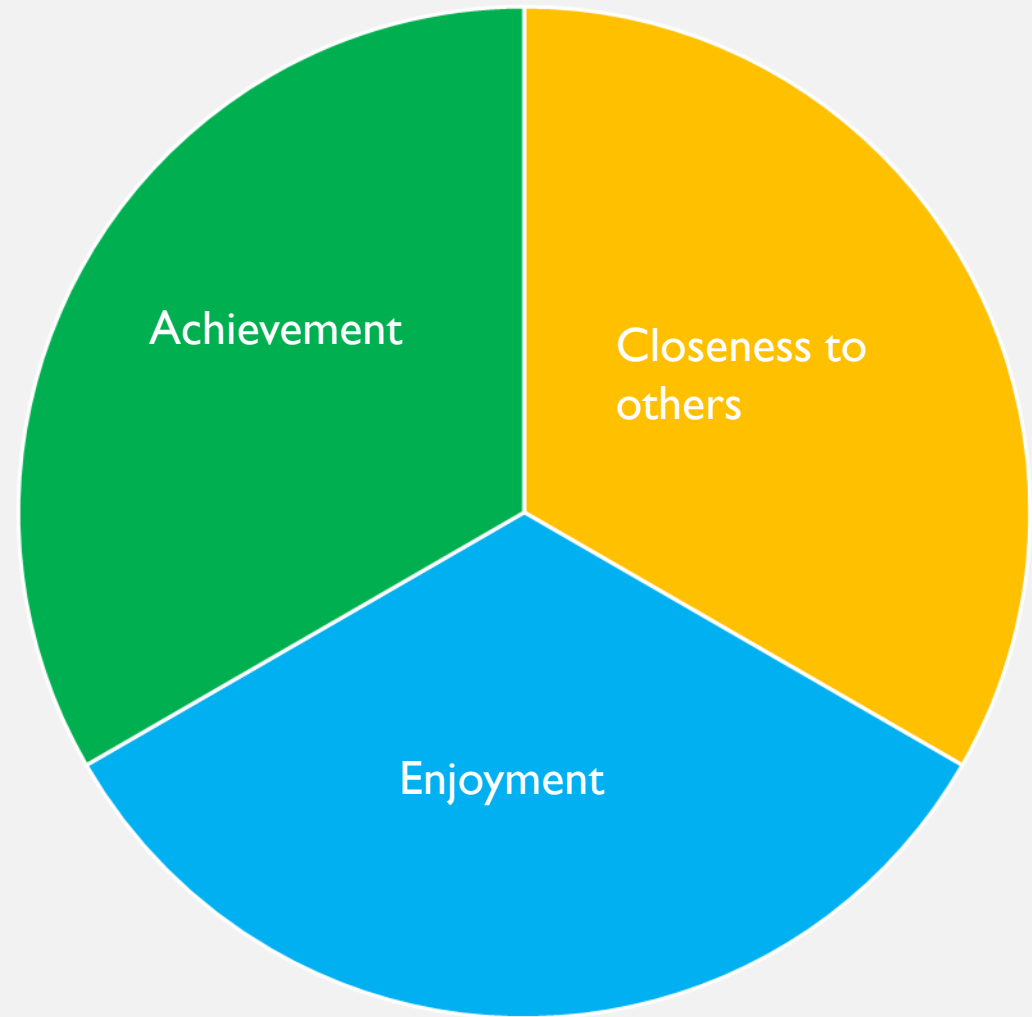


Positive cycle of activity



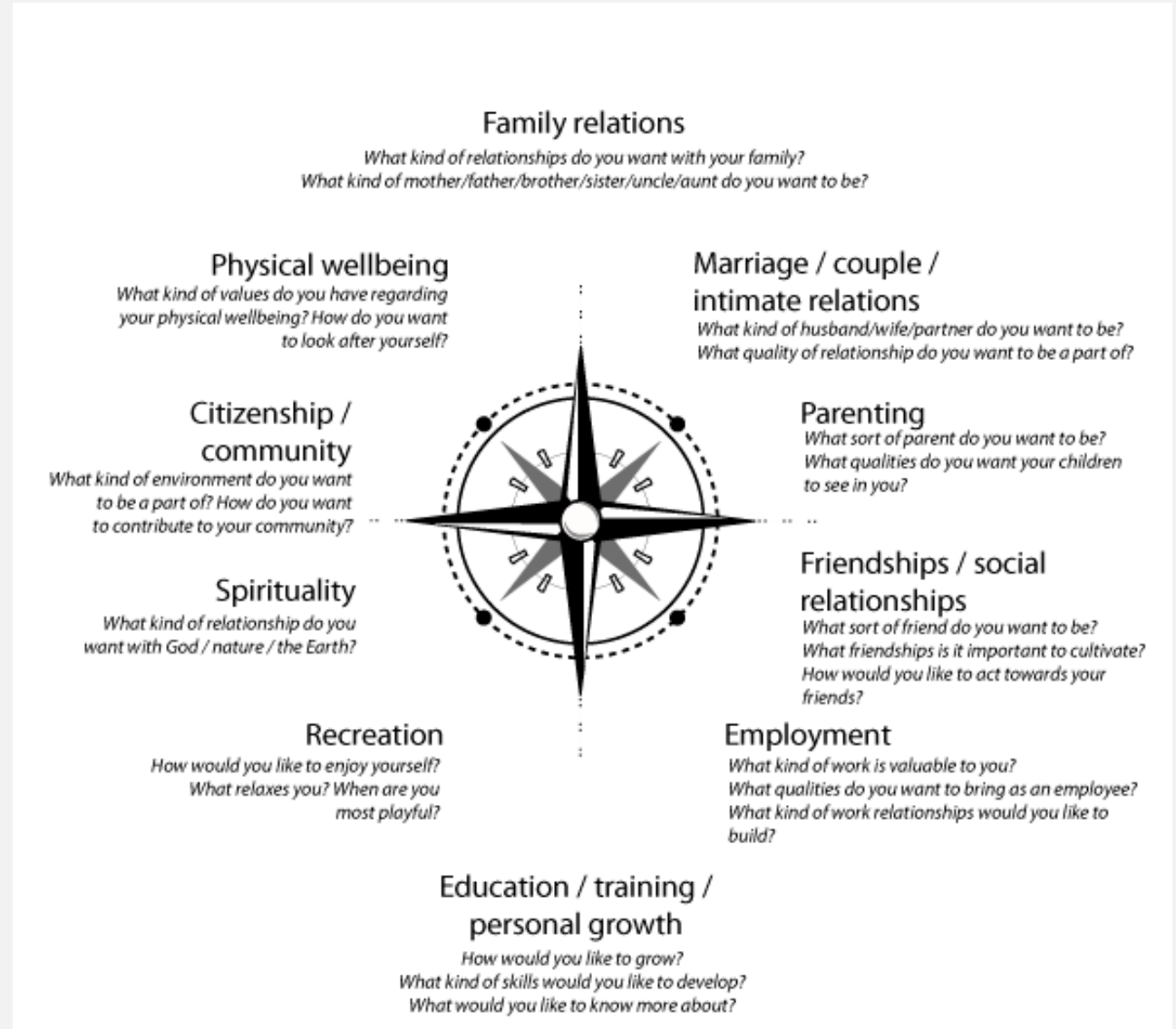
ACTIVITY DIARY

- First step is to understand how a young person is using their time already
- Next rate activity for sense of achievement, enjoyment and closeness to others
- Finally rate daily mood out of 10 (where 0 is the worst and 10 the best)
- Help to gradually increase activity in all three areas
- [Activity Diary \(getselfhelp.co.uk\)](https://getselfhelp.co.uk)



LINKING TO VALUES AND MEANING

- Activities need to be linked to a persons values
- Values= what gives meaning to our lives, what's important
- Help to add activities into routine which are in line with their values and continue to rate achievement/closeness/enjoyment
- Small realistic steps



APPLICATION WITHIN A SCHOOL SETTING

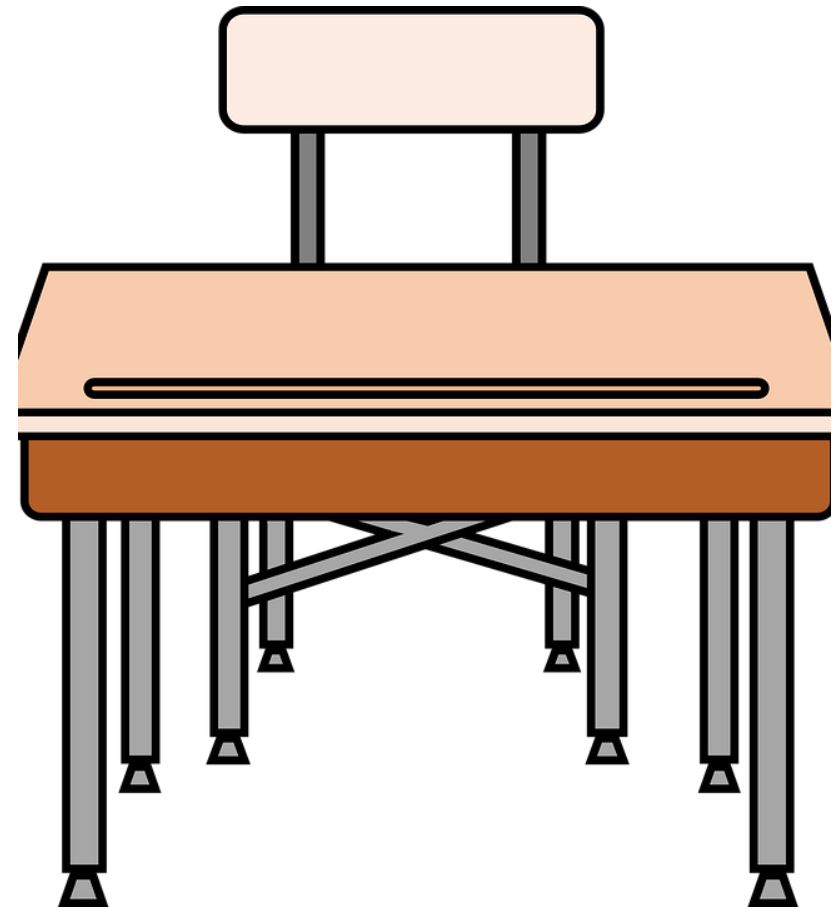
1:1 pastoral support

Within the curriculum e.g PSHE

Tutor group activities

After school clubs and supporting extra
curricula activities

In everyday interactions and conversations





What may BA look like in your school or your role?

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RELATIONSHIPS

- Relationship difficulties are a key factor in low mood
- Relationships are tricky for teenagers (and us) who are struggling with low mood
 - Increased irritability
 - Programmed for autonomy
 - Interpretation of facial expressions



BUILDING POSITIVE RELATIONSHIPS

- Biggest predictor of overall happiness for all of us
- Ruptures in relationships are normal
- Repair in relationships is fundamental

What this may look like...

- Connection before correction*
- Linking any consequences to the behaviour*
- Going back to a student after there has been a difficulty*
- Interest, curiosity, empathy*

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What have you observed to be the most helpful when supporting a young person's mood at school?

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LOW MOOD AND RISK TO SELF

Some people who experience low mood may have related risks:

- Self harm
- Thoughts of suicide (passive or active)
- Self neglect

These can be understood in the context of low mood

Be aware of your own reactions



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MANAGING RISK

- School procedures- inform safeguarding team in a timely manner
- Parental/carer involvement
- Supporting referral to mental health support or emergency support
- **Connection in moments of distress ‘I see you’**
- **Safety planning**

I SEE YOU

When we interact with young people we want them to feel seen

Empathy and sitting with the feelings children show

“That sounds really tough” “ I am sad to hear that “

Connection is essential



SAFETY PLANNING

- A way of helping young people achieve and maintain safety
 - Clearly identified plans
 - Made with them and carers/system around them
 - Used within NSFT
- What supports people to feel well?
 - What triggers poor wellbeing and what can support?
 - Achieving immediate safety in a crisis

PAPYRUS STAY SAFE PLAN

- What makes me feel bad?
- What helps me to feel good?
- How can I keep myself safe right now?
- If I can't stay safe, who can I tell?
- If I need help, who can I ring?
- What do I love right now?
- What are my hopes for my future?
- [Stay Safe Plan \(papyrus-uk.org\)](http://papyrus-uk.org)

STAY SAFE PLAN

What makes me feel bad? What does this feel like?

HINT: Has something happened to make you feel this way? What do you currently feel?



How can I keep myself safe right now?

HINT: Do you need to speak to someone for some help? Are there things around you that make you feel unsafe? Can being somewhere else make you feel safer?



What helps me to feel good?

HINT: What activity do you like to do? What is your favourite food? Who or what makes you laugh?



If I can't stay safe, who will I tell?

HINT: Who do you trust?
Who is suitable to help you?

If i need help, who can I ring?

HINT: Can you ring an adult,
a friend or helpline?

What do I love right now and what are my hopes for the future

HINT: Who is important to
you in your life? Who do you
look up to? What would you
like to achieve?

SELF HARM MANAGEMENT TOOLKIT FOR EDUCATIONAL SETTINGS

- [SF2983-Self-Harm-Management-Toolkit-v7.pdf \(healthwatchsuffolk.co.uk\)](https://healthwatchsuffolk.co.uk/SF2983-Self-Harm-Management-Toolkit-v7.pdf)
- Provides information for education settings on:
- What self harm is
- What to look out for
- Management
- Resources



SLIDO – WHAT DO YOU DO TO LOOK AFTER YOURSELF?

Regular helpful habits

- Things you can do In the moment – it is important to find an outlet in moments of high emotion/stress.
- Things you can do regularly to top up your own resource bucket - we know it can be difficult giving yourself time in the moment, So regularly doing things for your own wellbeing is key.

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What do you do to look after yourself?

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SUMMARY

- Periods of feeling low in mood are not uncommon, especially among teens
- Doing and finding meaning
- Importance of relationships
- Being aware of safety
- Looking after yourself

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What are two things you will take away from today's presentation?

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I found this session helpful

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RESOURCES

Apps

Headspace (meditation)

Calm harm (emotions and self harm) (Stem4)

Move Mood (Stem4)

Websites

[Depression self-help guide | NHS inform](#)

[Supporting Your Child With Depression and Low Mood \(youngminds.org.uk\)](#)

[MOODJUICE - Behavioural Activation - Self-help Guide \(scot.nhs.uk\)](#)

[Parent workshop: Supporting our teenagers with emotions – YouTube](#)

[Supporting Our Young People with Low Mood - Parent Workshop – YouTube](#)

[SF2983-Self-Harm-Management-Toolkit-v7.pdf \(healthwatchsuffolk.co.uk\)](#)

[Stay Safe Plan \(papyrus-uk.org\)](#)