

GRAND CHALLENGES

The treatment gap -
Why don't people seek
help?



Making Change Happen



Outline

- 1) The treatment gap
- 2) Stigma & Society
- 3) What can we do?
- 4) Our idea
- 5) Path to the programme
- 6) Our programme
- 7) Moving forward



The treatment gap

- 50% of people who need treatment don't seek help (Kohn, 2004)

Reasons:

- Want to solve it themselves
- Desire to deal with the problem without outside help
- Lack of knowledge and awareness about mental health
- **Stigma**

Our project aims to address the above causes in order to narrow the treatment gap



Stigma and Society: Children

- 9/10 people with a mental health problem say they have experienced stigma (WHO)
- ½ of people with mental illness develop them before age 14 (WHO)
- 48% of youngsters experience emotional problems that affect their focus in the classroom (Youth Index, 2017).
- Of these, 46% don't seek help because they do not wish others to know they are struggling.
- Isabella Goldie of the Mental Health Foundation has said that child anxiety disorders are on the rise (BBC Radio 4, 2016)



What Can We Do?

- Ursula James, Programme Manager of the NHS scheme IAPT: children's service is less effective
- Teachers we spoke to from the Exeter area told us that support currently comes in the form of helping those with diagnosed disorders
- No mental health education accessible for everyone

Therefore we need to make younger children aware of what mental health is, to prevent future stigma.



Our idea

- Tackling the challenges facing mental health by educating children age 8-9 years old, through a two-part interactive programme

Goals

- Raise awareness of mental health to reduce stigma
- Help children understand emotions
- Teach strategies for coping
- Enable children to seek help when they are older



The path to our programme

- Group discussions and attending talks
- Researching existing programmes
- Interviewing teachers
- Reflection and feedback
- Interdisciplinary teamwork- working with different disciplines and cultures
- Overcoming challenges



The programme

- Two one-hour sessions
- First session targets emotional awareness
- Second session introduces the idea of mental health

“I think that children know the word ‘mental health’ but not what it really means” – Stoke Hill primary School

“Teachers are pressured by time and knowledge and are expected to do so much”- St Sidwells Primary School



Session One

- Learning objectives- recognising and communicating ones own and others emotions
- The activities:
 1. Warm up- walk around class asking how others feel
 2. Emotion charades
 3. Jellyfish and anchors
 4. Reflect on the session



Jellyfish & Anchors

36	 FINISHED!	Someone tells you they feel sad. You tell them to grow up. GO DOWN!	34		You asked your friends and family how they were feeling today. GO UPI	33	 BONUS BOX! pick a card	32		31			
25			24		23			22		20	You got your 5-a-day today, and drank lots of water! GO UPI!	19	 BONUS BOX! pick a card
13	 BONUS BOX! pick a card	14	You did something today that made <u>you</u> <u>happy</u> . GO UPI	16	You feel anxious, so you pull a sickie from school instead of talking to your parents. GO DOWN!	17		18		15		14	
	You've been feeling lonely. You decide to keep your feelings to yourself. GO DOWN!	11		10		9		You feel anxious about a test. You go to the teacher. GO UPI!	8	You see a classmate sitting alone. You ignore them when you walk past. GO DOWN!			
1	 START!		Your friend has been feeling down. you listen to their worries! GO UPI!	5	 BONUS BOX! pick a card								



Bonus Box

BONUS CARD!

Tell your friends about a time you were feeling blue. What did you do to make yourself feel better?

Move forward 2 spaces!



- How can you tell someone's feeling down or anxious?
- When you have a problem, where do you go? Who do you talk to?
- Tell your friends about a time you were feeling blue. What did you do about it?
- Did you ever feel left out in class? Did you tell anyone?
- You have a lot of homework and need a break. What do you do?
- Can you think of a time you helped someone who felt a little low?
- How would you want someone to cheer you up?

+ Mindfulness Break:

• Take a break from the game and pretend your breath's an elevator!

"Imagine that your breath is like an elevator taking a ride through your body. To start the elevator, I want you to breathe in through your nose. Now breathe out all your air. Now breathe in and take your elevator breath up to your chest. Hold it. Now breathe out all of your air. Now breathe in and take your elevator breath up to the top floor, up through your throat into your face and forehead. Hold it. Now breathe out and feel your elevator breath take all your troubles and worries down through your chest, your belly, your legs and out the elevator door in your feet."



Session Two

- Learning objectives- understanding mental health and how it can be positively and negatively impacted
- Discussion about what the children know about mental health
- A talk by the leader explaining mental health and how someone can suffer from poor mental health
- Jellyfish task- improving mental health
- Mindfulness exercise





Moving forward

- Our programme aims to change the way society perceives mental health by tackling the problem at the root and reducing future stigma
- Widespread awareness of mental health in a positive light
- Initially introduce the programme in Devon
- Work towards introducing the programme nationally
- Tie up with a programme working with parents

We believe that our programme is a step towards changing the stigma around mental health and reducing the treatment gap