



Promoting mental health in schools – What's effective and the stem4 approach

Mental Health literacy in schools – some background

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What we know:

- Around 1 in 10 children aged 12-16 will present with a mental health condition that would benefit from specialist treatment
- 40% adult mental health started at the age of 14

Mental Health education in schools aims to

- a. Reduce stigma
- b. Provide opportunities to identify and promote early intervention
- c. To protect the mental health of adolescents

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What's available and evidence based?:

- There are a number of programmes in UK schools which show positive impact on students' social and emotional competencies (PATHS, Friends, UK Resilience, Lions Quest, Positive Action, Zippy's friends)
- However, the current quality of evidence of studies from the UK is weak in many areas and there is a need for more comprehensive evaluation
- There is a case for aligning programmes offered across schools and between schools and the community
- There is no evidence of effectiveness across diverse groups of young people including age, gender, ethnicity, socio-economic background and level of vulnerability
- There is little evidence of the cost and the cost-benefits of these interventions

'What works in enhancing social and emotional skills development in childhood and adolescence? A review of the evidence of school based and out of school based programmes in the UK' (Clare et al, 2015, WHO Collaborating Centre for Health Promotion Research)

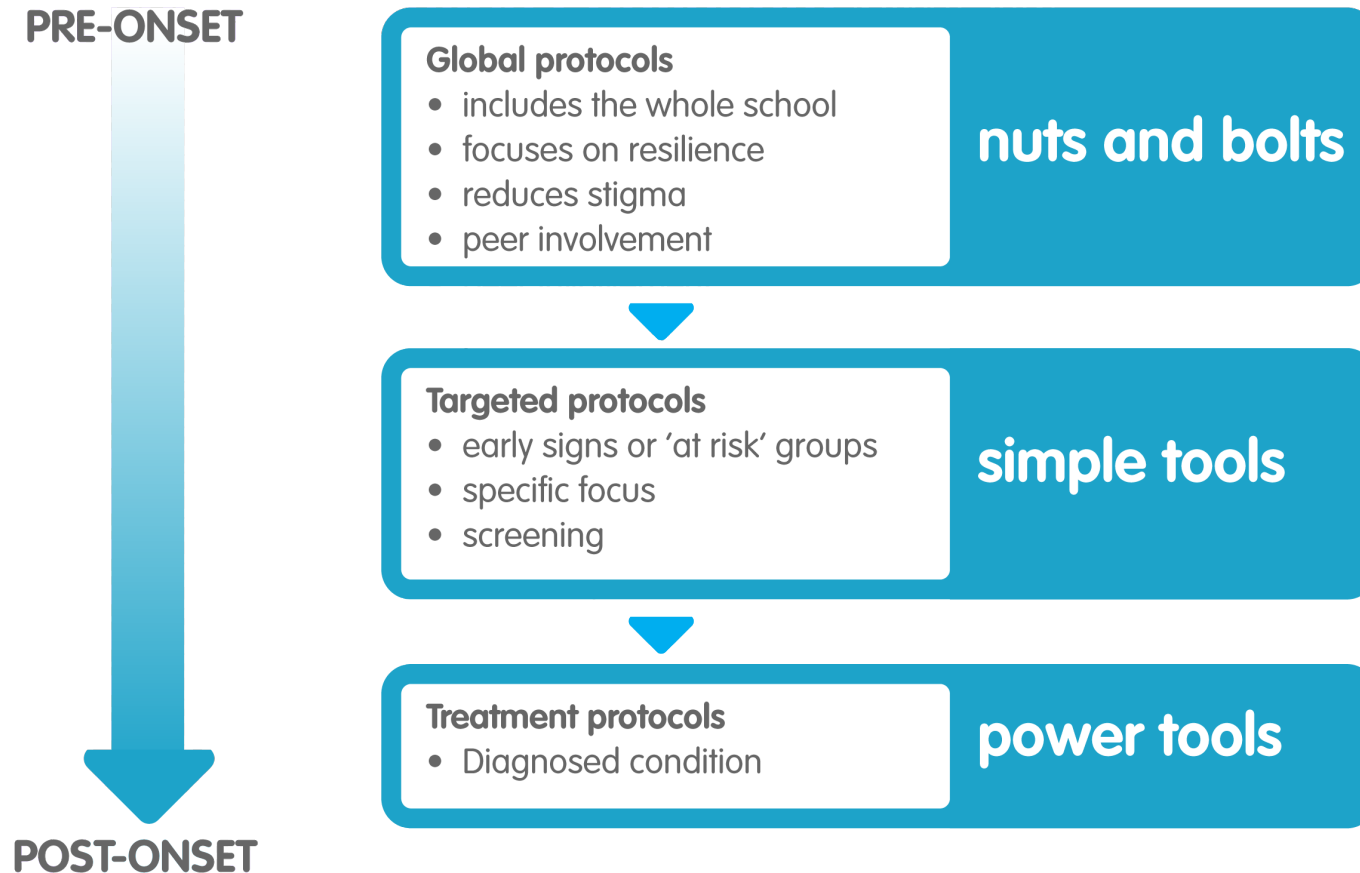
Mental Health literacy in schools – stem4 perspective



- Mental health literacy is still in its infancy and more funding should be allocated to developing a cohesive programme that addresses systematically the core elements that build emotional resilience as well as addresses the most common mental health difficulties children encounter.
- Not only is the content of the programmes important but the effectiveness of who delivers it (teachers, individuals trained in specific programme delivery, mental health professionals) and how it is delivered (as part of the PHSE curriculum, additional lessons) needs to be evaluated
- There are three audiences to address in schools – students, parents and teachers
- The teaching of mental health literacy should be guided not only by research evidence but also by clinical knowledge of the conditions, evidence based practice and child development

stem4 offer education at all levels

Schools Intervention Continuum (Krause, 2013)



What we do

ABOUT stem4

We aim to improve teenage mental health through education.

We

- Raise awareness and promote discussion
- Encourage well-being by providing tools to develop resilience
- Enhance early detection through learning about early signs and symptoms
- Support friends
- Increase motivation to change
- Clinically provided information on effective management
- Educate parents on early signs
- Provide teaching and training to health professionals



How we do this

- Our website www.stem4.org.uk - we use evidence based information
- Workshops in schools and in the community
 - for young people
 - for parents and carers
 - for teachers
 - for school leaders
- Conferences
 - Student Conferences
 - School Leaders
 - School Nurses



In addition we offer

- Guidelines for mental health policies and procedures in schools
- Good practice guidelines
- Advice on setting up peer mentoring in schools
- Our calm harm app
- Youth Forum



We promote resilience building through the MINDYOUR5 programme



mindTM
your5



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Our focus

- Resilience
- Eating Disorders
- Managing Stress
- Anxiety and Depression
- Self-Harm
- Addiction



bOunce
NOT
break

©stem4

Clinician developed smart phone app to help manage self-harm

The stem4 'Calm-Harm App' for smartphones

Developed by Dr Krause (Consultant Clinical Psychologist) for stem4, this app is designed to help young people manage the urge to self-harm

Free download, 'calm harm'
apple store and Google play

4 months since release we have
had over 11,000 downloads
Rating 4.5/5



Results!



- We have offered over 150 workshops in about 80 schools in London and the SE
- We have seen over 9000 students. 91% have liked our workshops and conferences and 89% have said they learned about how to look after their own or family/friends mental health
- We have seen over 5000 parents. 93% have liked out workshops
- We have seen over 4,500 teachers. 71% have found our workshops relevant
- We have seen over 400 school nurses. The have loved our conferences and have given us a like rating of 97% for content

Why does it work?

- We offer a bespoke model
- We use up to date and evidence based information
- Our material has been developed by a clinician and is practical in its application to schools
- Our workshops are delivered by mental health professionals together with an experienced teacher
- We provide practical tools
- We focus on positive mental health
- We signpost to appropriate help



What we would recommend if this model is used as a pilot

- There needs to be a cohesive and agreed programme of mental health education in schools
- Input needs to be at the three levels outlined in our model – i.e. at a more general level on how to look after your mental health and encouraging discussion; specific skills-based groups, a comprehensive system of evidence based psychological intervention and support to signpost students to
- Input from researchers, clinicians and education is needed to make the programme effective
- More funding needs to be allocated to training and to evaluate cost and cost-benefit

