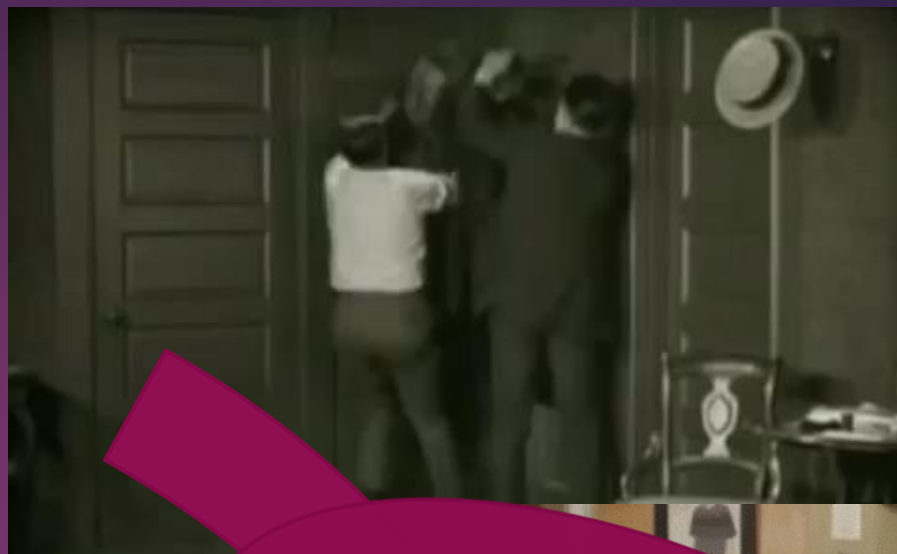




Project 5 – Supporting &
Understanding Anxiety,
Mental Health in
Childhood

Project 5 – A Review
JIGSAW Training Team





Project 5 –
Thornbury Town
Trust Funded Pilot
Population

- 7 groups of 5/6 children from Y5-8 in Primary and Secondary Schools, Thornbury.
- Groups all ran for 6 weeks.
- October 2018 – July 2019.



Origins of Project 5 – 5 Ways to Well-being

★Connections

Social relationships are a human need and critical for promoting wellbeing. Talking in person instead of sending an email generates a real connection.

★Being active

Regular exercise has been associated with lower rates of depression and anxiety across all age groups.

★Learning

Learning enhances self-esteem and encourages social interaction. Just researching something you've pondered or questioned will support wellbeing.

★Giving back

Reports have indicated that by helping others we are more likely to rate ourselves as happy. Consequently, Feeling happy about a good deed once a week increases wellbeing.

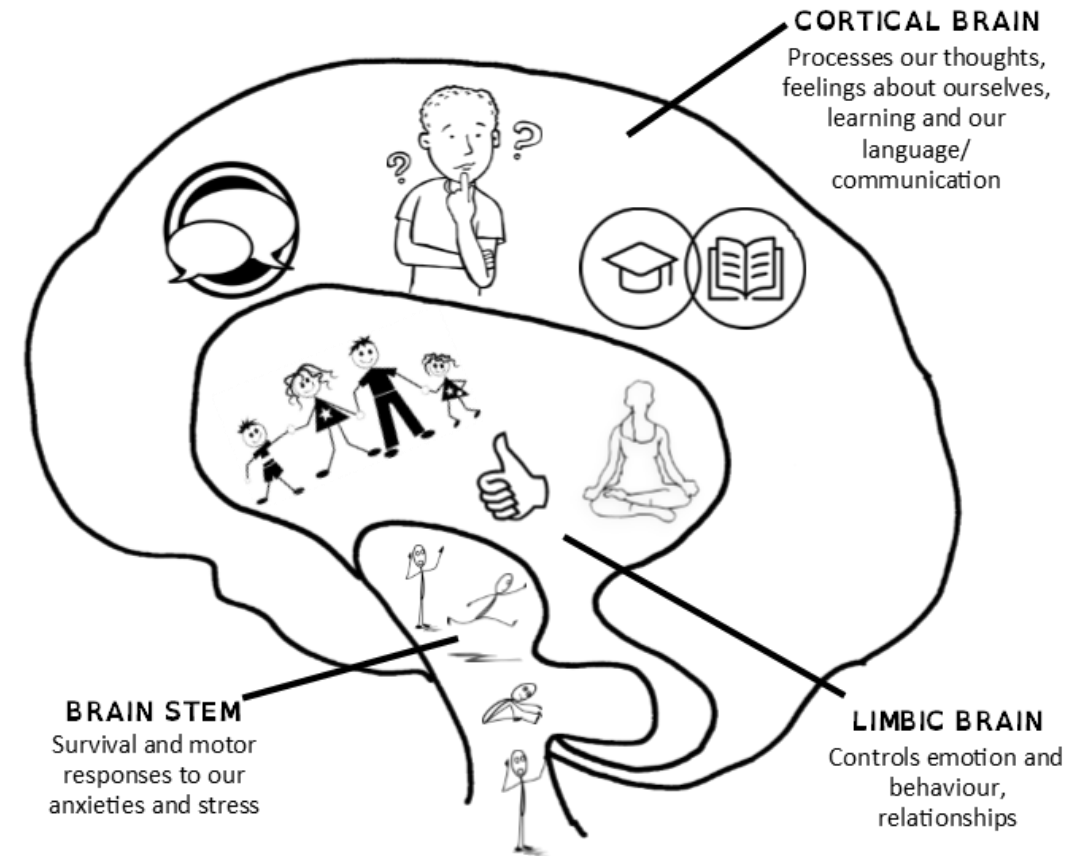
★Take notice (Mindfulness)

This helps us focus on staying present. Visiting new places or taking a different route will help us notice our surroundings and increase awareness. Using our senses to be curious and engaged and savour the moment

Project 5 – Group Sessions

- Session 1: Fight, flight or freeze.
- Session 2: Avoidance, Worries and Fears.
- Session 3: Mindfulness
- Session 4: Sleep and relaxation.
- Session 5: Assertiveness and confidence.
- Session 6: Over to you! - Role play and Feedback.

Each session provides information, introduces coping strategies, resources and promotes resilience.



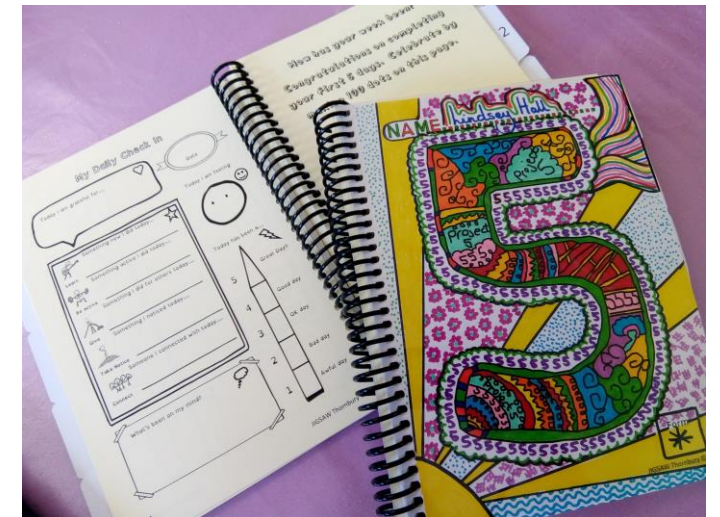
Project 5 – Journaling



This may be an extreme example of the need for journal writing, however, it shows how even with the most terrible of events occurring in your life, writing your thoughts, feelings and observations can offer support.

Journaling can be effective to:

- Acknowledge emotions and feelings
- Note and be thankful for happy thoughts and experiences
- Plan how to deal next time with uncomfortable situations
- Write, doodle, colour and be creative to clear a busy mind



Project 5 - Journaling (A Daily Check-in)



By regularly thinking about the things you are grateful for can actually help to rewire the brain to think more positively, help you feel more content and overall more happy!


According to MIND if you regularly carry out these activities they can help you feel good about your life.

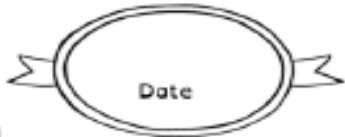
Emotions are strongly linked to memory and experience. If something bad has previously happened to you, your emotional response to the same stimulus is likely to be strong.


Your emotional responses don't necessarily have much to do with the current situation, or for a reason, but you can overcome them with reasoning and by being aware of your reactions.



Acknowledging thoughts are important to enabling us to move on. It may mean we need to challenge/change thoughts if they become overwhelming and are affecting us physically.


My Daily Check In


Today I am grateful for.... 


Date 


Today I am feeling: 


Something new I did today... 
 Learn _____

Something active I did today....
 Be active _____

Something I did for others today....
 Give _____

Something I noticed today....
 Take Notice _____

Someone I connected with today....
 Connect _____

Today has been a... 


5 Great Day!!

4 Good day

3 OK day

2 Bad day

1 Awful day

What's been on my mind? 

Project 5 - GAD The Generalised Anxiety Disorder Assessment

Generalized Anxiety Disorder 7 (GAD-7) is a widely used self-reported questionnaire for screening and measuring **generalized anxiety disorder (GAD)**

However, it cannot be **used as** replacement for clinical assessment and additional evaluation should be **used to** confirm a diagnosis of **GAD**.

GAD 7 scale - Over the last 2 weeks, how often have you been bothered by any of the following problems?

0 - Not at all
1 - Several days
2 - More than 1/2 the days
3 - Nearly every day

Name: _____ Date: _____ © JIGSAW

Spitzer RL, Kroenke K, Williams JB, et al; A brief measure for assessing generalized anxiety disorder: the GAD-7. Arch Intern Med. 2006 May 22 166(10):1092-7.

Project 5 - GAD The Generalised Anxiety Disorder Assessment

GAD 7 scale - Over the last 2 weeks, how often have you been bothered by any of the following problems?

Feeling nervous, anxious or on edge?

Feeling afraid as if something awful might happen?

Becoming easily annoyed or irritable?

Being so restless that it is hard to sit still?

Trouble relaxing?

Worrying too much about different things?

Not being able to stop or control worrying?

	0 - Not at all
	1 - Several days
	2 - More than 1/2 the days
	3 - Nearly every day

Name _____

Date: _____

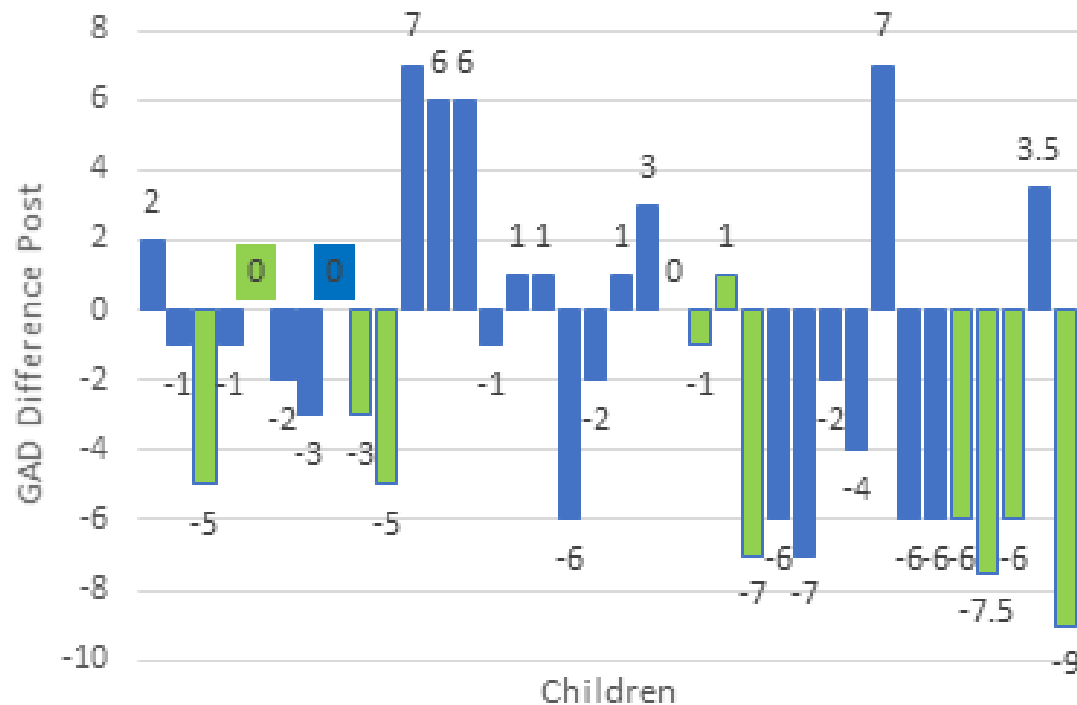
© JIGSAW

Scores of 5, 10, and 15 are taken as the cut-off points for:

- mild,
- moderate,
- severe anxiety.

Scores above 10 before and after the 6 weeks required further referral for investigation and support.

Project 5 sessions
GAD score differences post 6 week
programme - Groups 2-6



Green columns indicate a parent's participation in a workshop alongside the child's attendance.

In this instance, GAD scores decreased the most by the greatest amount.

However, only 11 of the 36 families attended the Parent Workshop.

Project 5 - Responses...

5

'My child was able to refer to what she had learnt in Project 5 and offer me support! She would not have known what to say before starting the sessions.'

- Parent



5

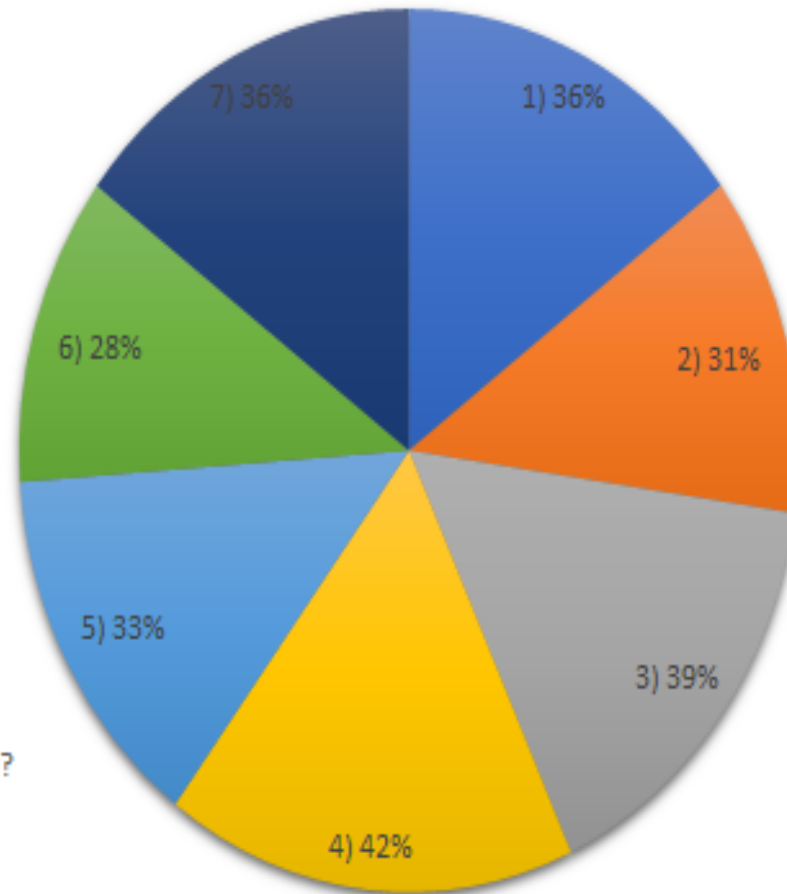
'When our child was angry and upset at home, we were able to give him time to calm down rather than rushing in. We reminded him of his breathing techniques learnt at Project 5. In the past this would have ending up with us shouting at each other.'

- Parent attending the workshop.



% of children showing improvement in the GAD areas over the 6 weeks

- 1 – Feeling nervous, anxious or on edge?
- 2 -Not being able to stop or control worrying?
- 3. Worrying too much about different things
- 4. Trouble sleeping
- 5. Being so restless that it is hard to sit still?
- 6. Becoming easily annoyed or irritable
- 7. Felling afraid as if something awful might happen?

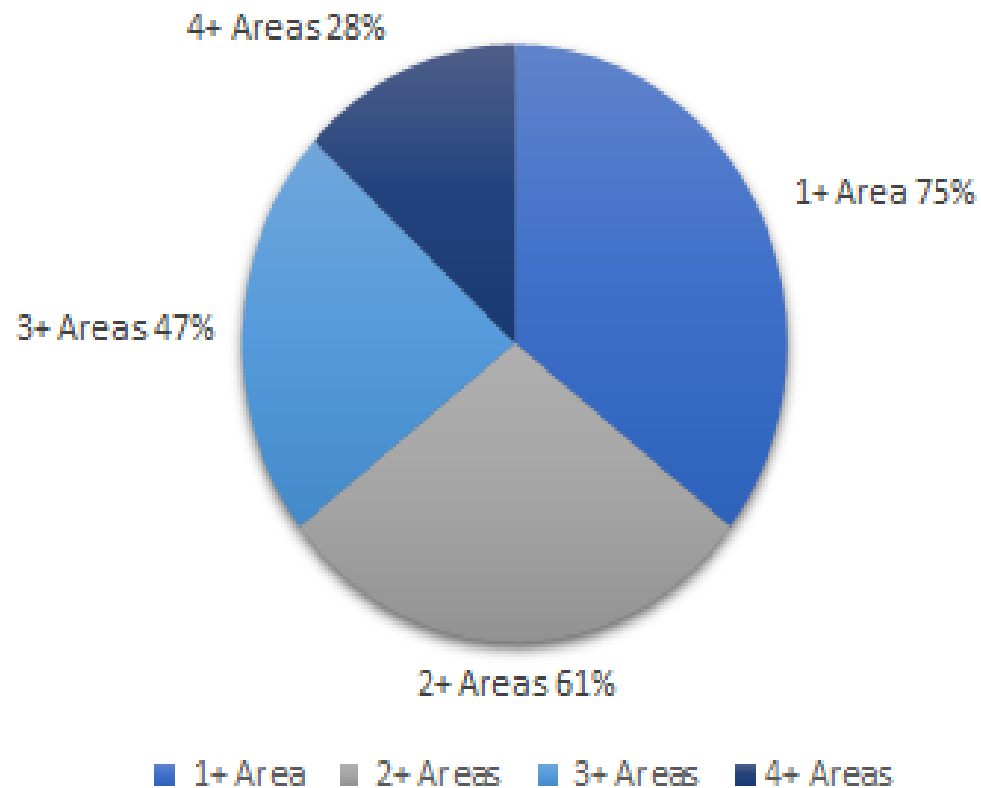


10 children are not represented as a Pre/Post GAD score was unable to be obtained:

Group 1 used an initial school scoring system and only completed a GAD at the end of the 6 weeks.

The remainder 5 did not either attend all sessions and missed or failed to complete/return the assessment.

Percentage of children scoring better in 1 or more areas of GAD (Pre and Post)



Overall 61% saw their GAD score decrease /improve in 2 or more areas (Pre & Post Test)

Project 5 – Other Responses...

"I remembered to use the breathing techniques when I got angry and people were winding me up and it really helped".

Something I will take away from the sessions:

- "Friends can support me and asking for help more".
- "How to control my anger".
- "Keeping calm and being more assertive".
- "Telling people I'm worried about something not keeping things inside".
- "Recognising when I have a problem".
- "Breathing and being more mindful".
- "Accepting how strong I am"

Project 5 – How did we find it?...

Ultimately, we found that the most significant impacts of the programme were:

- Acknowledging that stress and anxiety is a normal response and, knowing when, why and how we feel is important.
- Discovering our personal, physical and mental responses to stress are important so we can plan how we manage situations and feelings in the future, so they don't get too big to handle.
- Developing and opening the opportunities to talk and discuss the pressures and worries we had as young people promoted, sharing/supporting roles in a group and decreasing the feelings of isolation.
- Using a toolkit of ideas to help support our mental wellbeing was useful to draw upon, especially when experiences got tough.



'It is great that Project 5 gives the children the opportunity to talk and that they can feel safe to 'open up' and share problems in more depth' – Member of School Staff





Project 5 – What do we take forward?...

- Group dynamics and numbers need to be sensitively managed.
- Parental engagement is key to the process. A mutual awareness of what works and how to support a child is key to unlocking communication and connection support.
- The programme isn't a quick fix and children need ongoing support from carers, teachers and others.
- Early intervention and talk around mental wellbeing and resilience support should be happening earlier than KS2.

Project 5 – Where now?...



Project 5 – Early Intervention

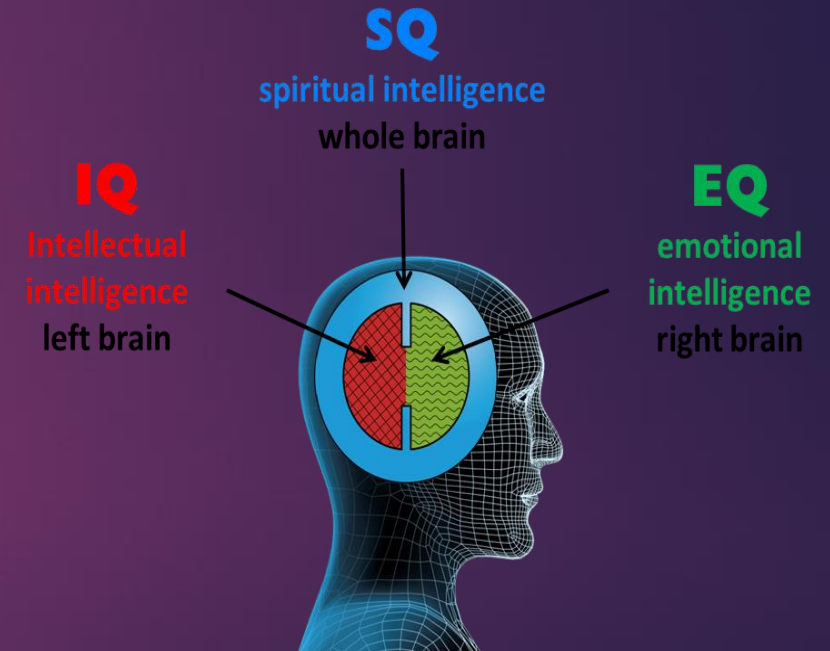
- There is a suggestion that emotional intelligence intervention needs to ideally happen by the age of 10 to aid prevention.
- Intervention therefore considered for end of KS1
- Emotional intelligence input may also be beneficial to children with additional needs



Project 5 – Emotional Intelligence

Positive Growth Mindset techniques:

- Positive Affirmations
- Strengths
- Yoga
- Being in the Moment
- Sharing joy and happiness
- Visualisation
- Helping others
- Being grateful



Project 5 – 5 ways to Understanding Me

- Working group to develop resources / sessions for younger children
- Adaptations for additional needs
- Much simpler journal to support sessions
- Firming the role through workshops of parental input and modelling

Email: Training@jigsawthornbury.org.uk



Project 5 – Modelling Emotions

Teachers and parents should:

- Demonstrate we have emotions
- These are OK even when they are difficult ones
- Emotions are healthy to be expressed
- Demonstrate and model how to overcome when needed



Project 5 – Untangling where anxiety sits

“The truth is that anxiety is at once a function of biology and philosophy, body and mind, instinct and reason, personality and culture. Even as anxiety is experienced at a spiritual and psychological level, it is scientifically measurable at the molecular level and the physiological level. It is produced by nature and it is produced by nurture. It’s a psychological phenomenon and a sociological phenomenon. In computer terms, it’s both a hardware problem (I’m wired badly) and a software problem (I run faulty logic programs that make me think anxious thoughts)”

Stossel. S, (2014)“My Age of Anxiety“, William Heinemann.

