



SUPPORTING CHILDREN WITH ANXIETY PROBLEMS IN PRIMARY SCHOOLS

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Loddon Primary School



- Currently 577 pupils on roll - expansion project in progress to expand to 3 form entry
- Values Based Education school
- 52 pupils on the SEN register
- 32 pupils in receipt of PPG
- High% of EAL

Both school have nurture provision in place



Grazeley Primary School

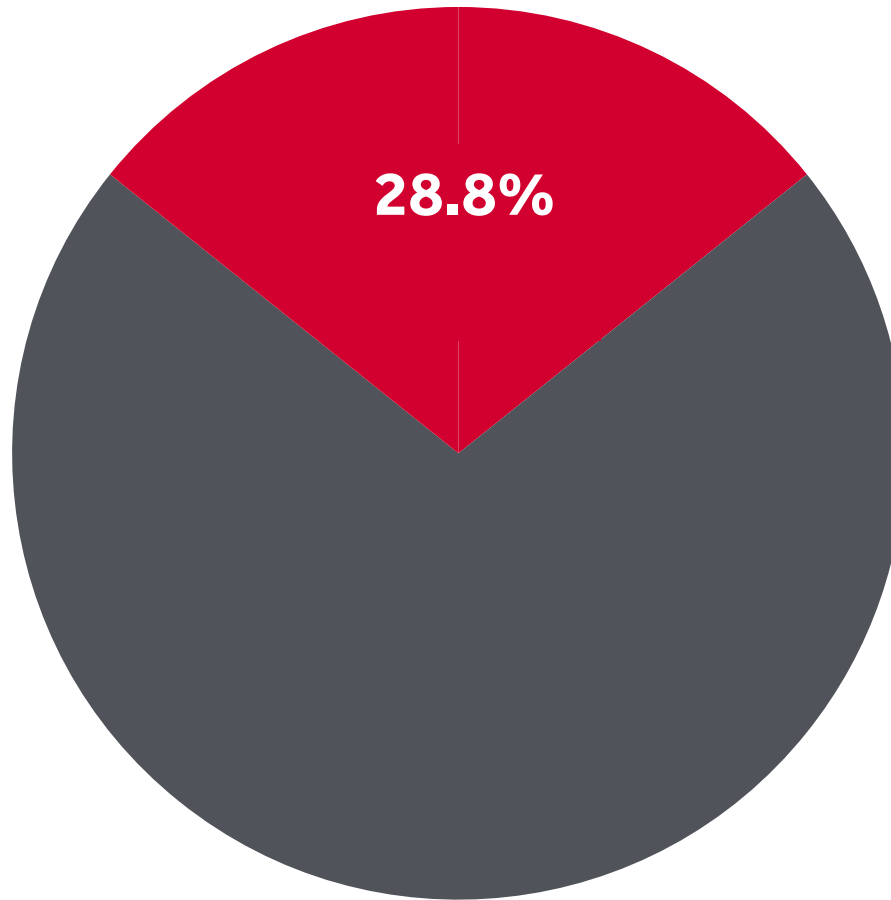


- Currently 172 pupils on roll – expanding to 1 form entry
- Church school
- Family ethos
- 15 pupils on the SEN register
- 18 pupils in receipt of PPG



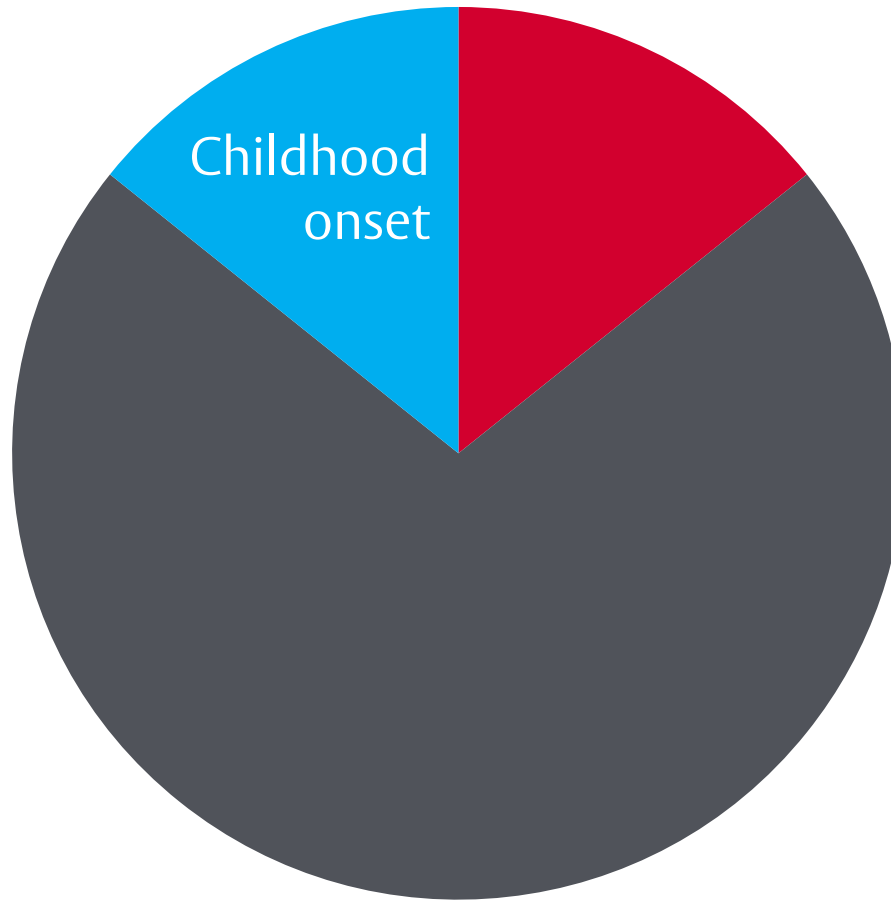
ANDY RESEARCH CLINIC





Lifetime
prevalence of
anxiety
disorders

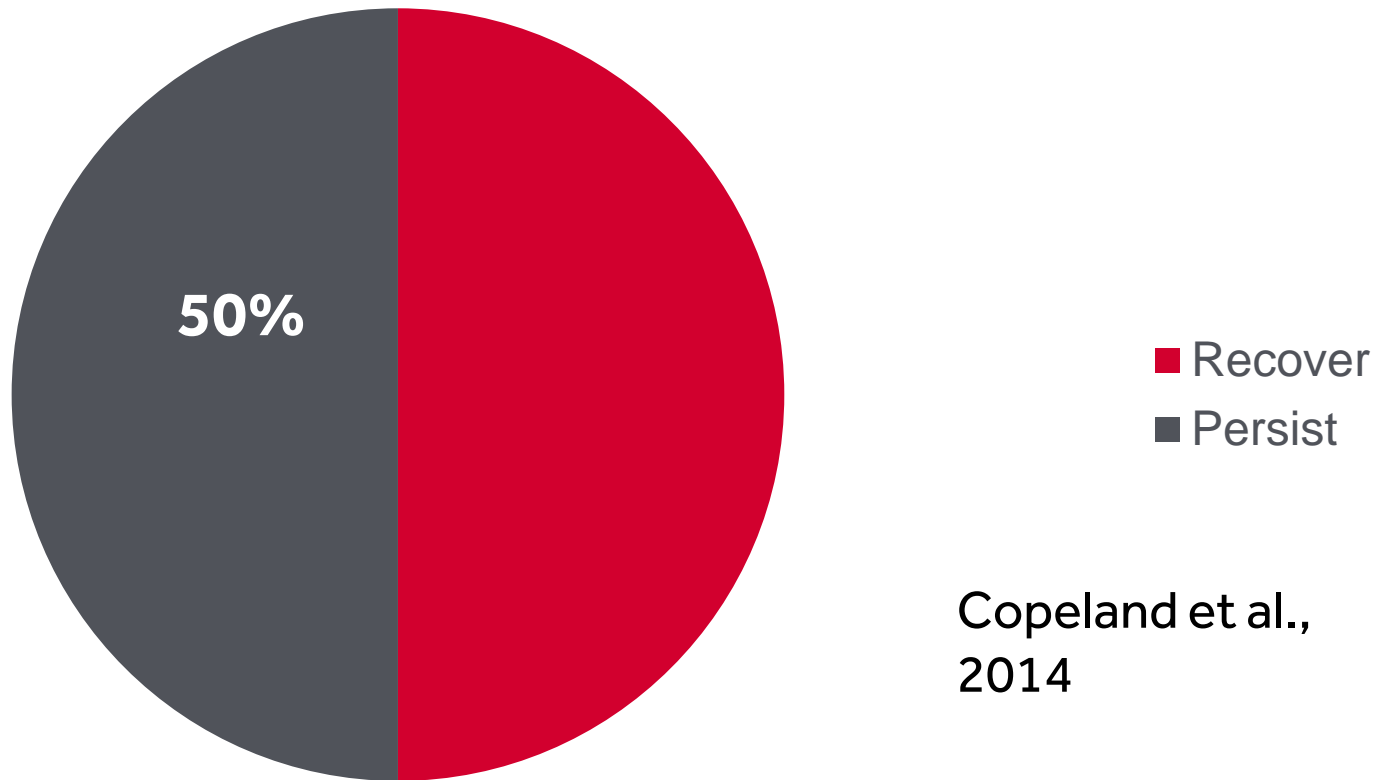
6.5% children
and young
people have
an anxiety
disorder at
any one time



Lifetime
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PERSISTENCE OF ANXIETY DISORDERS FROM 9 TO 11 YEARS OF AGE



Copeland et al.,
2014

CHILDHOOD ANXIETY DISORDERS ARE RISK FOR..

Educational
underachievement

Restricted social functioning

Negative impact on family life

Short
term

Ongoing anxiety disorders

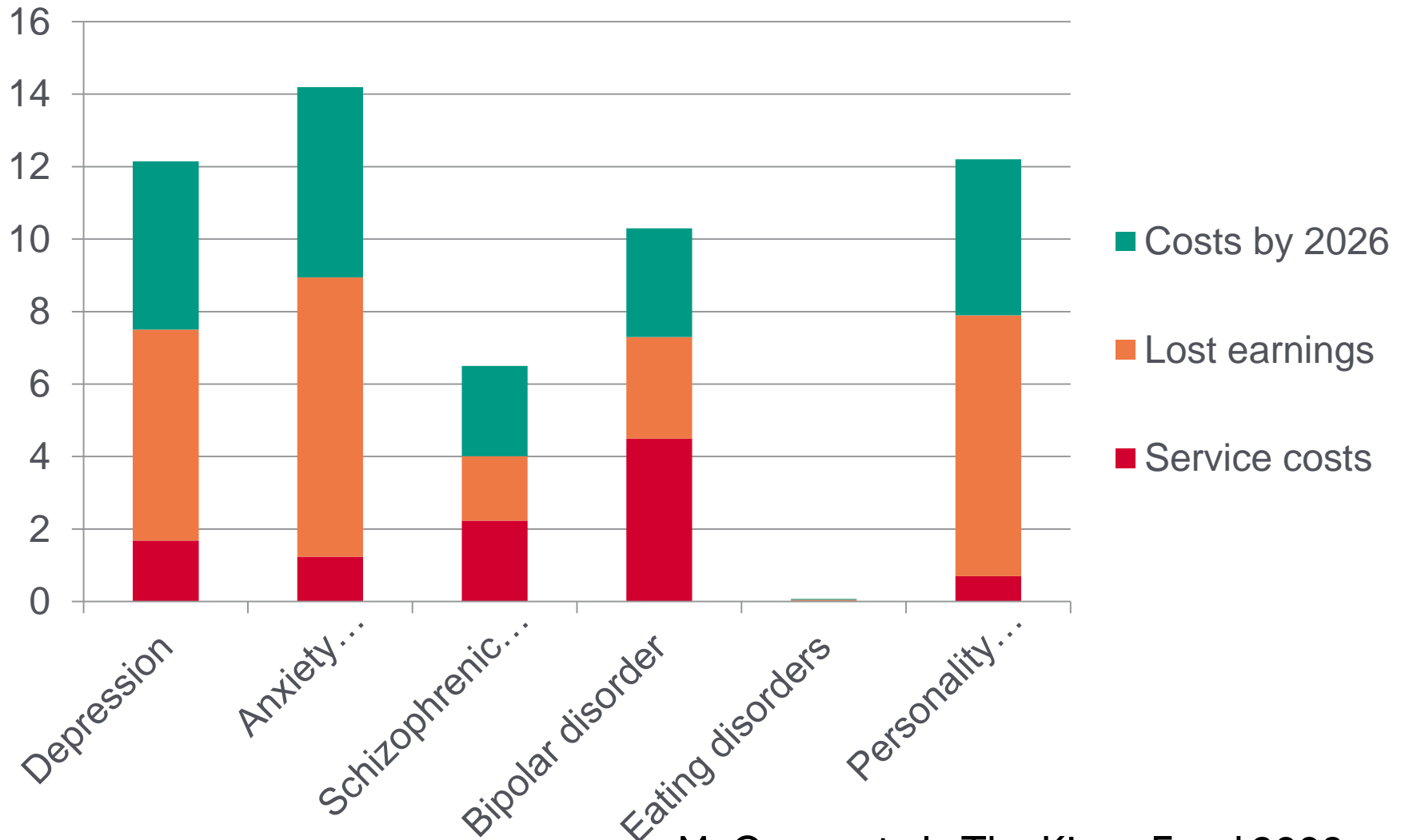
Depression

Substance and alcohol abuse

Longer
term

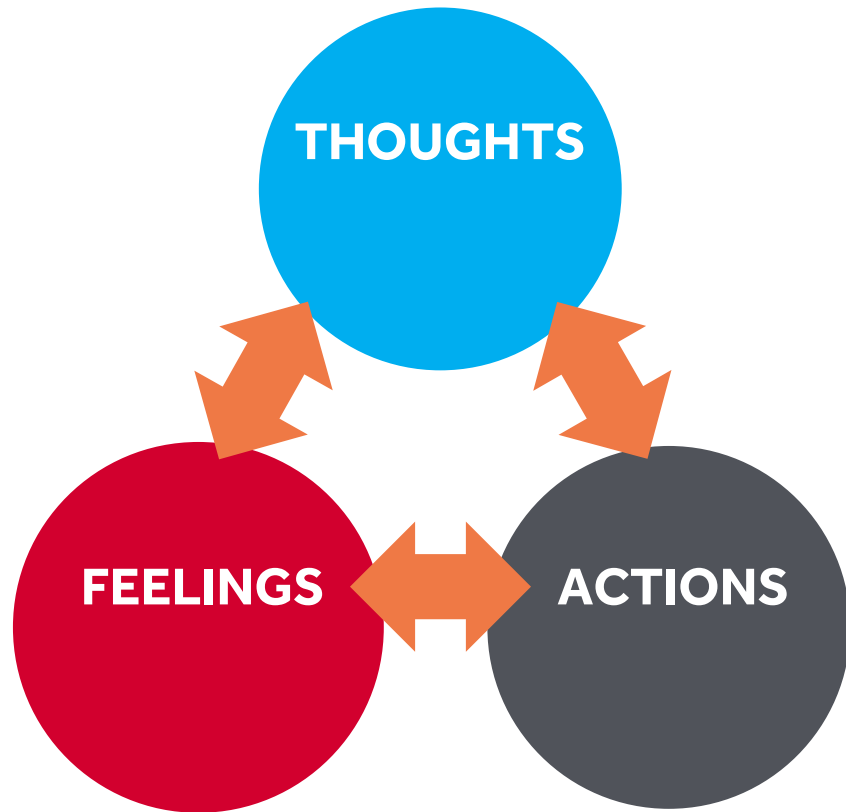
Negative impacts on longer
term personal relationships,
employment etc

UK COSTS OF MENTAL HEALTH DISORDERS, £BILLION

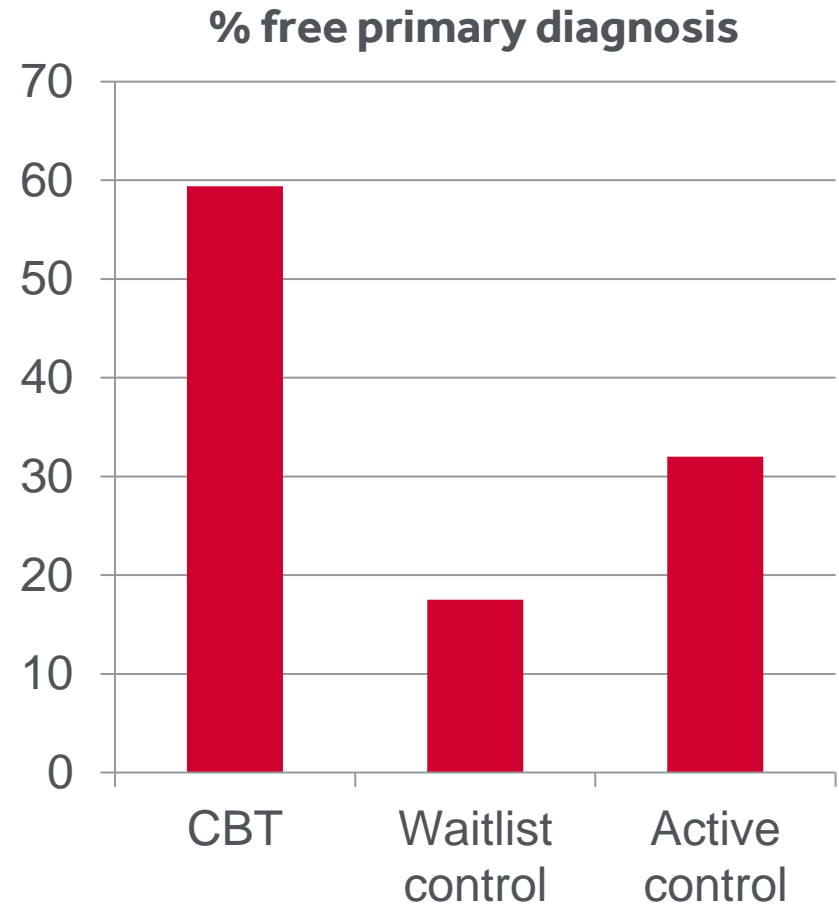


McCrone et al., The Kings Fund 2008

The Good-ish news



**Cognitive Behaviour Therapy
(CBT)**



James et al., 2013

THE BAD NEWS

England's child mental health services
'failing three-quarters of kids'

Child mental health wait increases 'are
horrifying'

NHS child mental health services are
failing the next generation, say GPs

NHS 'turning away children referred for
mental health help'

Child mental health wait increases 'are
horrifying'

Waits for child mental health care are 'real
problem'



27%

Accessed support in the last 6mths

15%

Accessed a mental health specialist

2%

Accessed an evidence-based treatment (CBT)

Reardon, Harvey & Creswell, 2017¹¹



Are we exaggerating, this is what you think. Maybe .. we're freaking out about something which is perfectly normal

Yeah I've .. started looking on the internet and stuff but it's ..there's so much, you know crap really on there that you don't know where to trust or anything

**Parent
recognises
child's
anxiety
difficulties**



**Parent
recognises
need for
professional
help**



**Parent
willing to
seek
professional
help**



**Parent
contacts
professionals**



**Family
accesses
professional
help**

...they're normal .. childlike you know personality traits. All children get nervous and anxious about things but is it too much or is it just you know regular...?

Nobody's sort of come to me and said we think [he] is really anxious and that he should see somebody or something like that.

It's really tough...feels like a constant uphill battle it seems like every time I try and get somewhere I'm just hit with brick walls



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**Family
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***Child anxiety
identification tools**

***Resources to help
parents to
manage their child's anxiety**

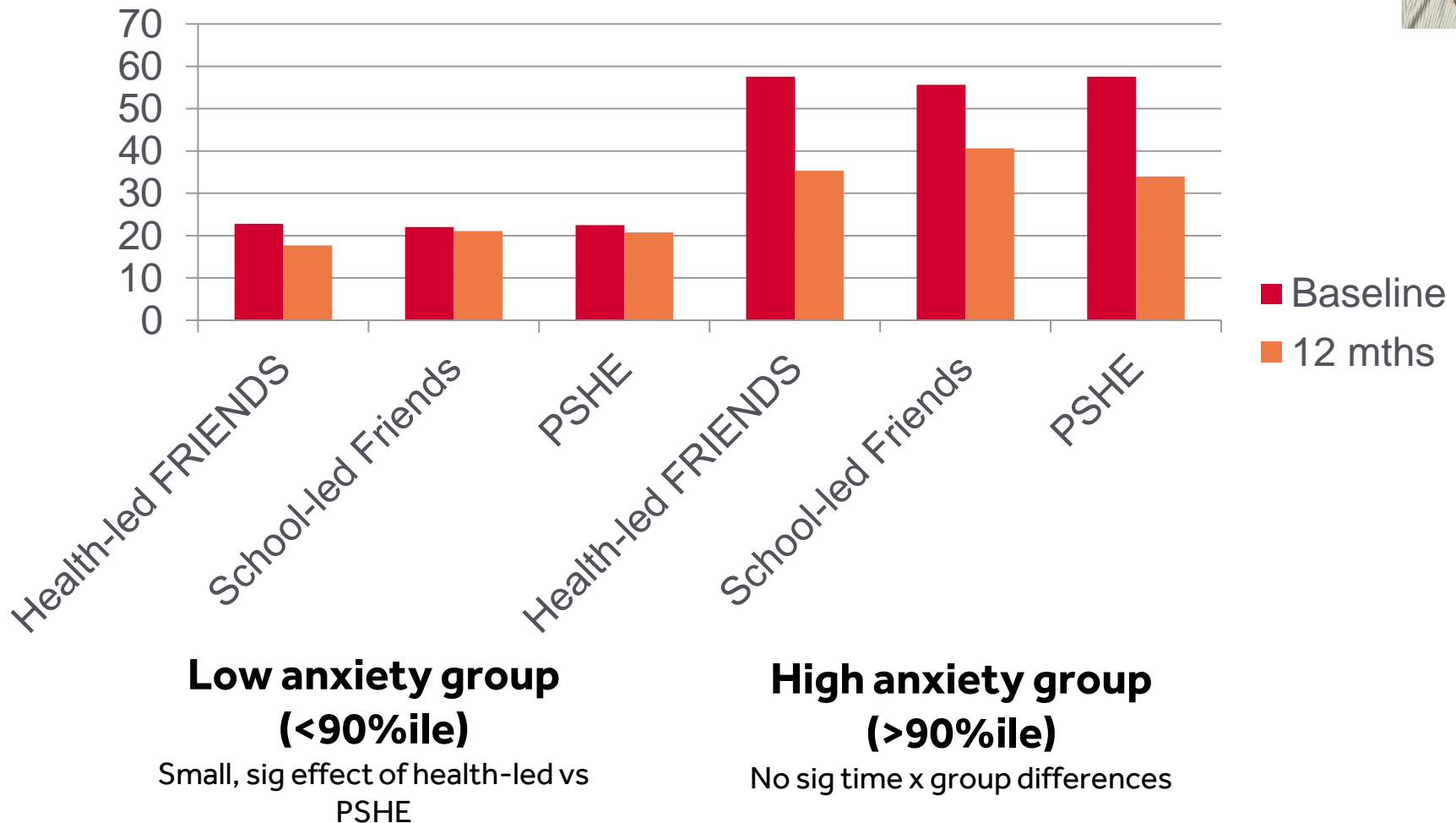
***Child anxiety
educational
resources
&
online resources
for parents**

***Increased service provision
*Training for professionals
*Guidance on help seeking
process for parents**

Reardon, Harvey, Young & Creswell, 2018 13



PACES (STALLARD ET AL., 2014)



IDENTIFICATION IN SCHOOLS

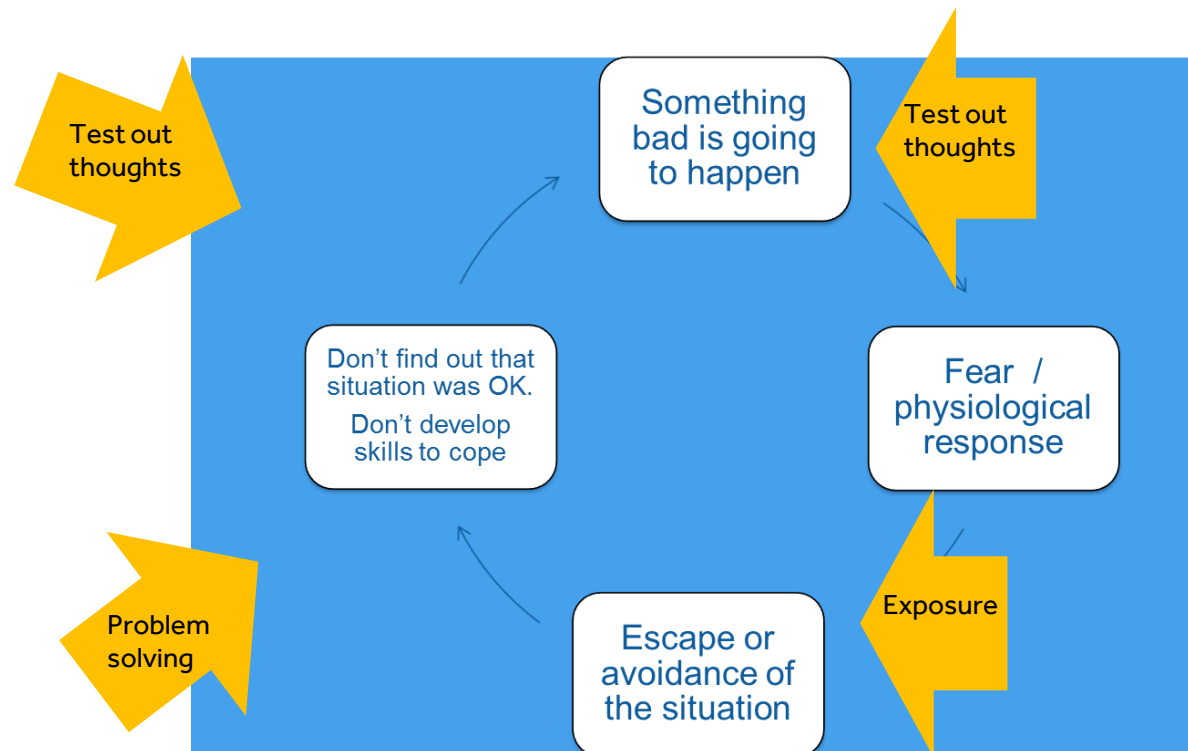
	Sensitivity Ability to correctly identify those affected	Specificity Ability to correctly identify those <i>not</i> affected
SCAS-8-P	.85	.75
SCAS-8-C	.65	.56
SCAS-8-T	.72	.71

Worries about things
 Feels afraid
 Worries about being away from parent/carer
 Afraid will make fool of self
 Trouble going to school
 Worries something bad will happen to him/her
 Worries what others think
 All of sudden feel scared for no reason



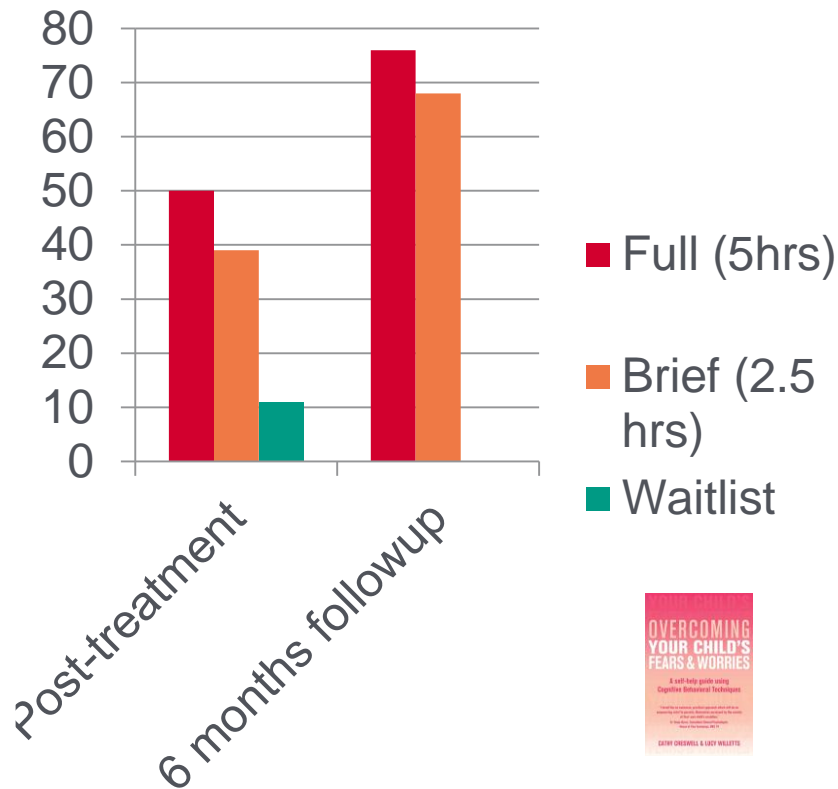
Reardon, Spence & Creswell, 2018

BRIEF INTERVENTIONS FOR CHILD ANXIETY DISORDERS: GUIDED PARENT-DELIVERED COGNITIVE BEHAVIOUR THERAPY

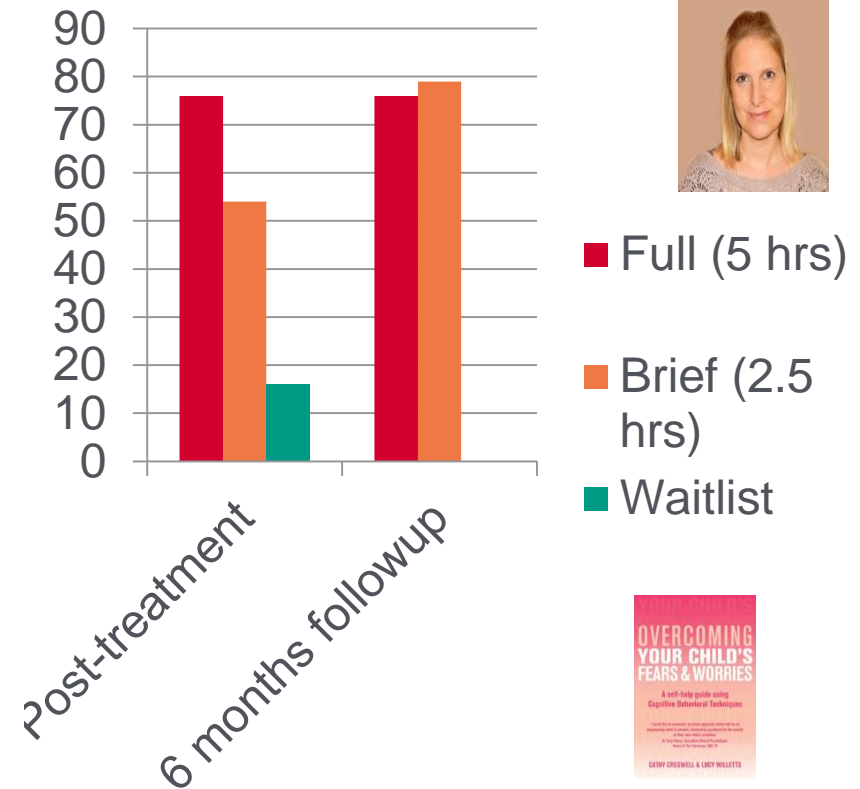


Provides parents with strategies for helping their child put CBT principles in to place in their day to day lives (and alternatives to responses that may accommodate child anxiety).

Free of primary diagnosis



CGI: Much/ Very much improved



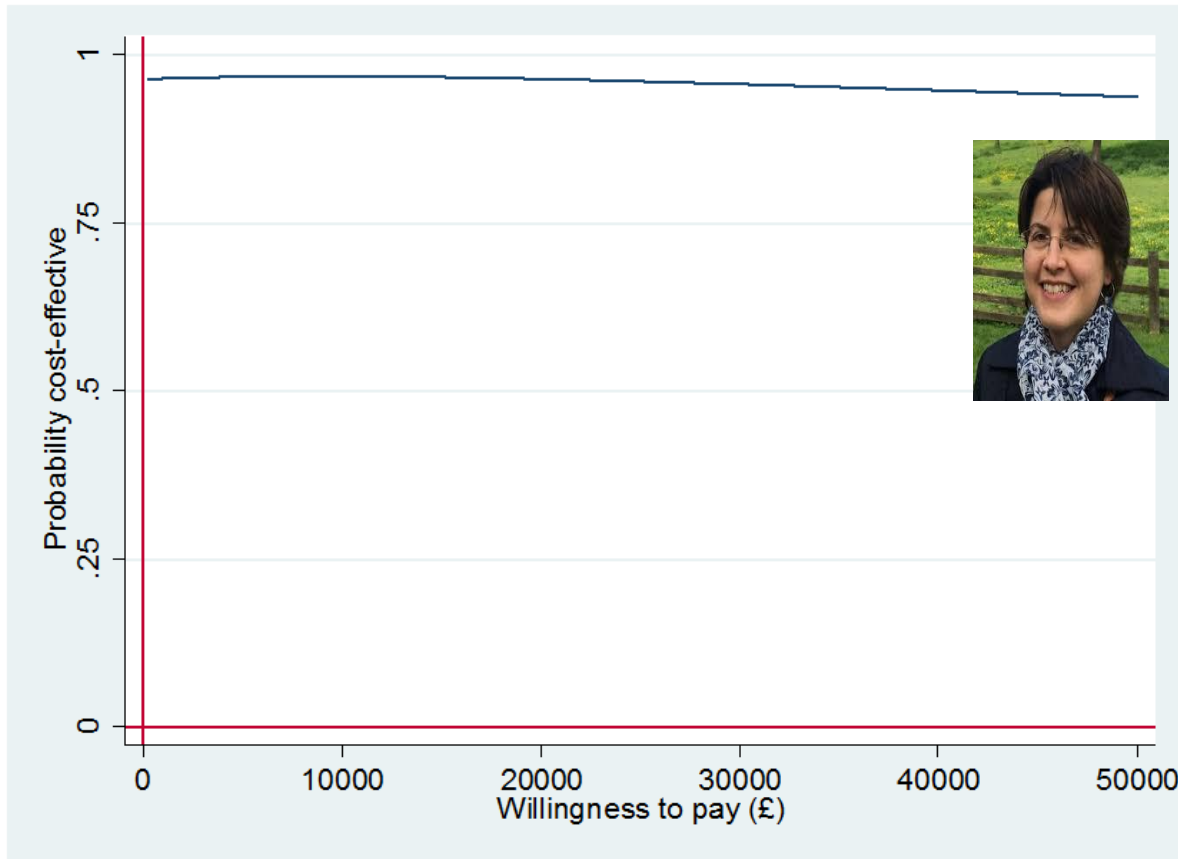
Full GPD-CBT > WL (RR: 1.77, 95% CI 1.11-2.82, $p=.02$);
Brief GPD-CBT-WL (RR: 1.50, 95% CI .87-2.59, $p=.15$)

Full GPD-CBT > WL (RR: 2.64, 95% CI 1.70-4.11, $p<.001$);
Brief GPD-CBT-WL (RR: 1.89, 95% CI .116-3.09, $p=.01$)

Thirlwall, Cooper, Karalus, Voysey, Willetts & Creswell, British Journal of Psychiatry (2013).

Quality of Life Adjusted Years (QALYs)

Derived from CHU-9D (child report)



**96% probability
that
GPD-CBT is cost-
effective in
comparison
to SFT (at NICE
threshold for
willingness
to pay of £20,000)**

*Stronger effects with
parent reported CHU-9D*

COMING SOON...ONLINE SUPPORT & INTERVENTION (OSI) FOR ANXIETY

Module 0: Welcome Session

0.3 (MODULE 0, SECTION 3)

ADD NOTE BOOKMARK ADD TO AGENDA PRINT

✓ How are things?
✓ How are things going ...

WHAT

✓ Hello - and welcome to...

▶ What's it all about?
What does the treatm...
Why work through me?
Why an online progra...
Will it work?
Who we are and how ...
Need to know
How to use the progr...
What happens next?

Hello - and welcome to OSI

If your child - or a child you're caring for - has problems with anxiety this six-week online programme can help you to help them reduce or overcome them. It is for parents - and carers - of children aged 5 to 12 years. It is called OSI: Anxiety - short for Online Support and Intervention for anxiety.

Features include:

- Easy-to-read, bite-sized chunks of information
- Videos and animations to show you how to do activities
- An app with a children's game to help engage your child
- Easy access anytime, anywhere

← Back Next →

Home

Modules

Therapy Sessions

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Resources

Contact us

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Module 1 - What is Anxiety? 0%

Estimated module completion time: 30 minutes

In this module, you will learn about what anxiety is, how it can develop and what keeps anxiety going. You will also set some goals for treatment.

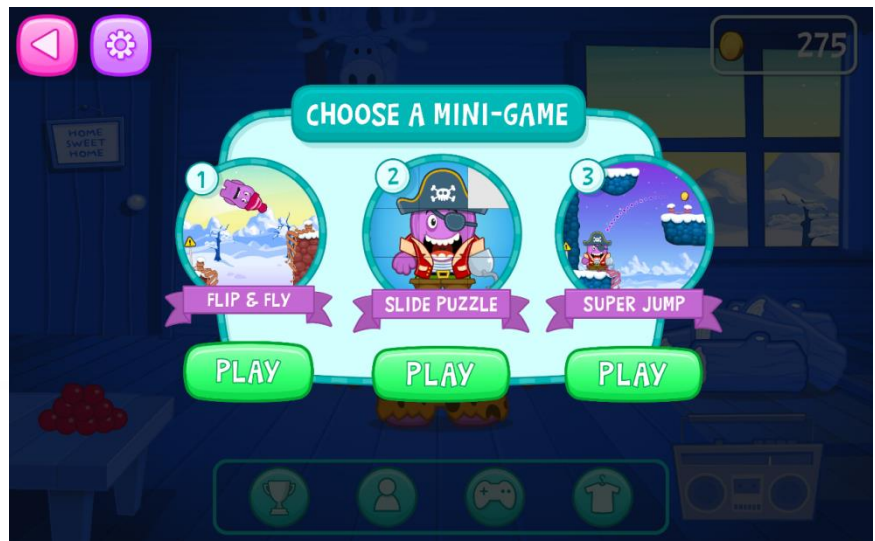
Module Locked

Module 2 - Working on Your Child's Anxious Thoughts 0%

Estimated module completion time: 30 minutes

This module explains how you can find out what your child's anxious thoughts are and how you can talk to your child about their fears and worries.

Module Locked

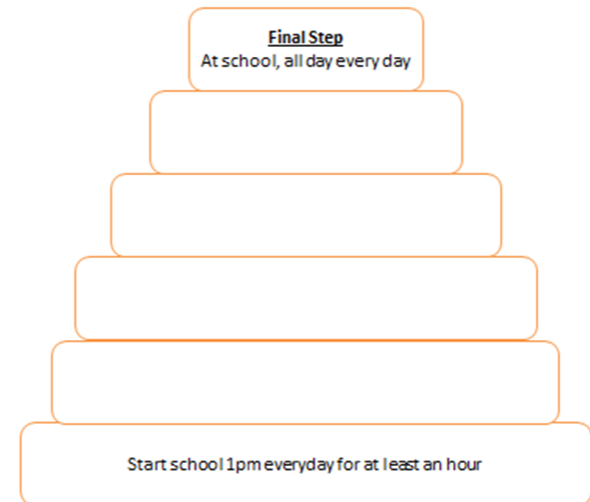


IDENTIFYING THOUGHTS

- Showing curiosity
- Identifying thoughts
- Making predictions to be tested

TESTING PREDICTIONS

- 'Have a go'
- Gradually, to help child motivation
- Show confidence in their ability
- Rewards to help child motivation and acknowledge efforts made



PROBLEM SOLVING

- Generating solutions

If another child says something unpleasant to you
You will...

- Not rise to it and distract yourself
- Say 'There is no need to be mean'
- Walk away

- Considering outcomes

If another child stares at you
You will....

- Having a go

- Smile normally
- Ignore them / look away
- Pretend it didn't happen

- Building problem solving confidence

HOW TO PROMOTE IMPLEMENTATION IN SCHOOLS

- School ethos
- Strategic use of other adults (e.g.TAs)
- Set small goals
 - Must be manageable
 - Important for both child and school staff to have early experience of success
- Seek help when feel it's needed

ACKNOWLEDGEMENTS



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The views expressed are those of the author(s) and not necessarily those of the NHS, the NIHR or the Department of Health.

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