





Workshop: The Blues Programme

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STAY PROJECT

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Outline

- What is the Blues Programme?
 - Overview of service
 - Structure and process
- Content of programme
 - Changing thinking
 - Changing doing
- What do young people need from us?
- Current progress
- What young people are saying about Blues
- Blues for you!
- Q&A



What is the Blues Programme?

- Six week early intervention programme
- For 13-19 year olds with symptoms of anxiety and depression
- Based upon cognitive-behavioural principles and ideas
- Teaches skills and techniques for
 - Improving mental health symptoms
 - Increasing resilience
 - Coping with tough times
- Evidence-based – developed by US clinical psychologist Paul Rohde
- Runs within secondary schools
- Group format (6-12 pupils)
- Unique in approach and aims

Service structure and process

- Programme lead – Sue Rogers, CSM
- Eight teams around the UK
 - Glasgow and Western Isles within Scotland
- Funded by our corporate partners: The Royal Mail
- Three year pilot period
- Glasgow team
 - August 2018 onwards
 - Fully funded programme within Glasgow City Council
- Whole year groups screened using questionnaire measure
 - Low threshold for invite to group
 - Higher proportion of pupils above threshold in Glasgow
 - Voluntary involvement
 - Consent from pupil only



What is emotional wellbeing?

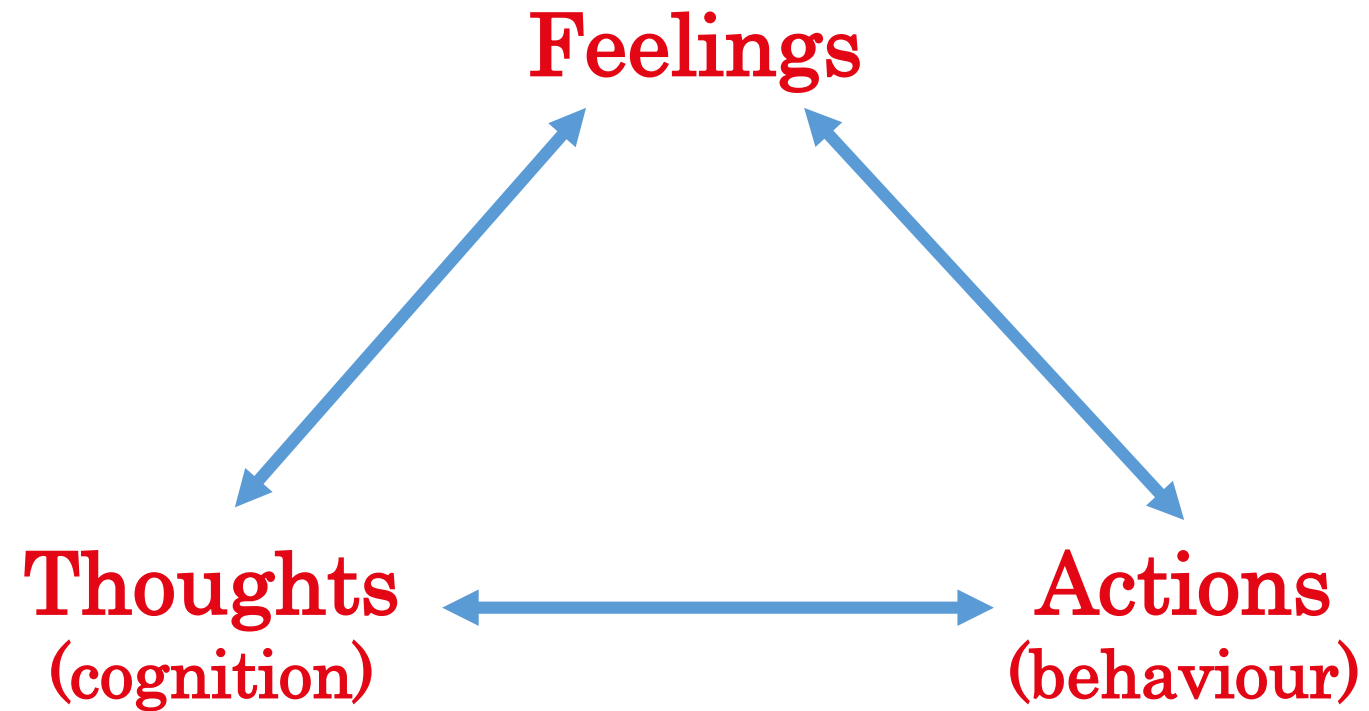
- Ability to manage negative thoughts and feelings
- How you feel about yourself
- How you cope with challenges of life
- Getting the most out of your life
- Feeling connected to others

- Everybody has mental and emotional health
 - We don't tend to talk about it
 - Easy to hide how we feel

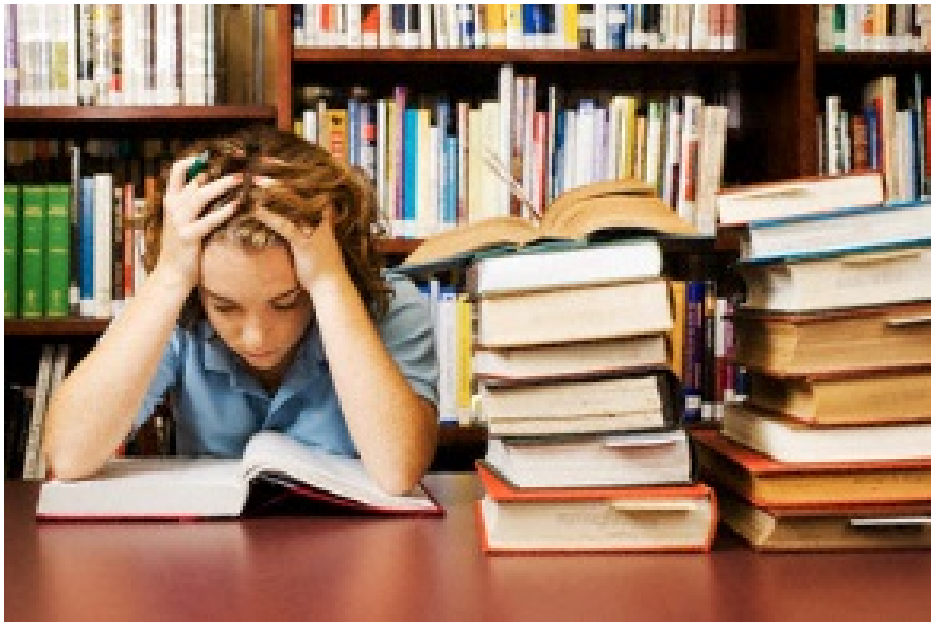
- Physical health
 - Know what we need to do to stay healthy
 - Know that we need to learn and repeat healthy skills & behaviours
 - Emotional health is just the same!




The Triangle Diagram



You forgot that you have a report deadline coming up and you have not started the work yet.



- A** I won't have time to do it all so there's no point even trying
- B** If I manage my time and re-prioritise things, I should be able to finish it
- C** I'm so stupid, how did I forget



You find out you failed a test that you had studied hard for.

A

I'm a failure, I'll never be smart enough



Feel low and upset, stay in your room

B

That's so unfair that the teacher made the test that hard



Feel angry, stop doing homework

C

I'm good at other subjects, I could ask for some help with this one



Feel disappointed but motivated, ask for help



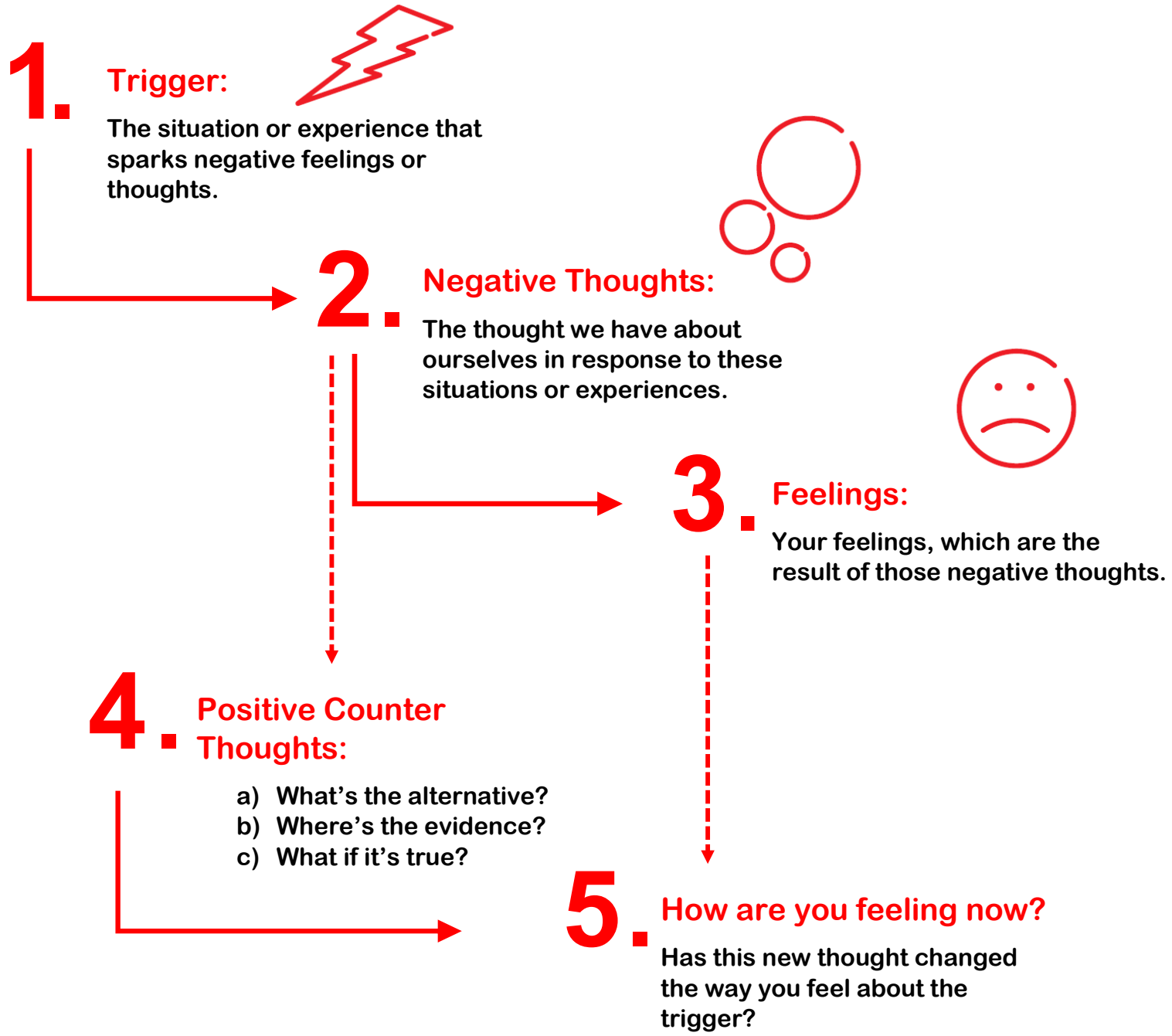
‘Changing Thinking’

Trigger

Negative
thought

Negative
feeling

$$1 + 2 = 3$$





What's the alternative?

- There is more than one way to look at most situations
- Is there another way to think about this situation, even if it seems unlikely?
- What advice would I give a friend who was feeling the way I do?
- Are there positive things about this situation or myself that I am overlooking?
- When things like this have happened before, what have been the reasons?

Where's the evidence?

- Our negative thoughts are so familiar, but are they actually true?

- What evidence do you have that your negative thought is true?
 - Is it proof? Would it stand up in court?
- Is there any evidence against your negative thought?
- If you've had this thought in the past, has it always been shown to be true?
- Can you be 100% sure your negative thought is true?
 - If not, does the thought deserve to be making you feel this way?

"DON'T BELIEVE
EVERYTHING
YOU THINK."
-UNKNOWN

www.paintedtoacup.com

Where's the evidence?

- Put your negative thought 'on trial'

“I'm going to fail my maths test”



- I failed a maths test last year
- I don't enjoy maths
- I'm quite busy this week so won't have as much time as I'd like to study



- I passed my last maths test
- There are a few days yet before the test – maybe I can cancel some other plans to have time to study
- I can't know for sure what the outcome will be just now



100% sure it's true?

What if it's true?

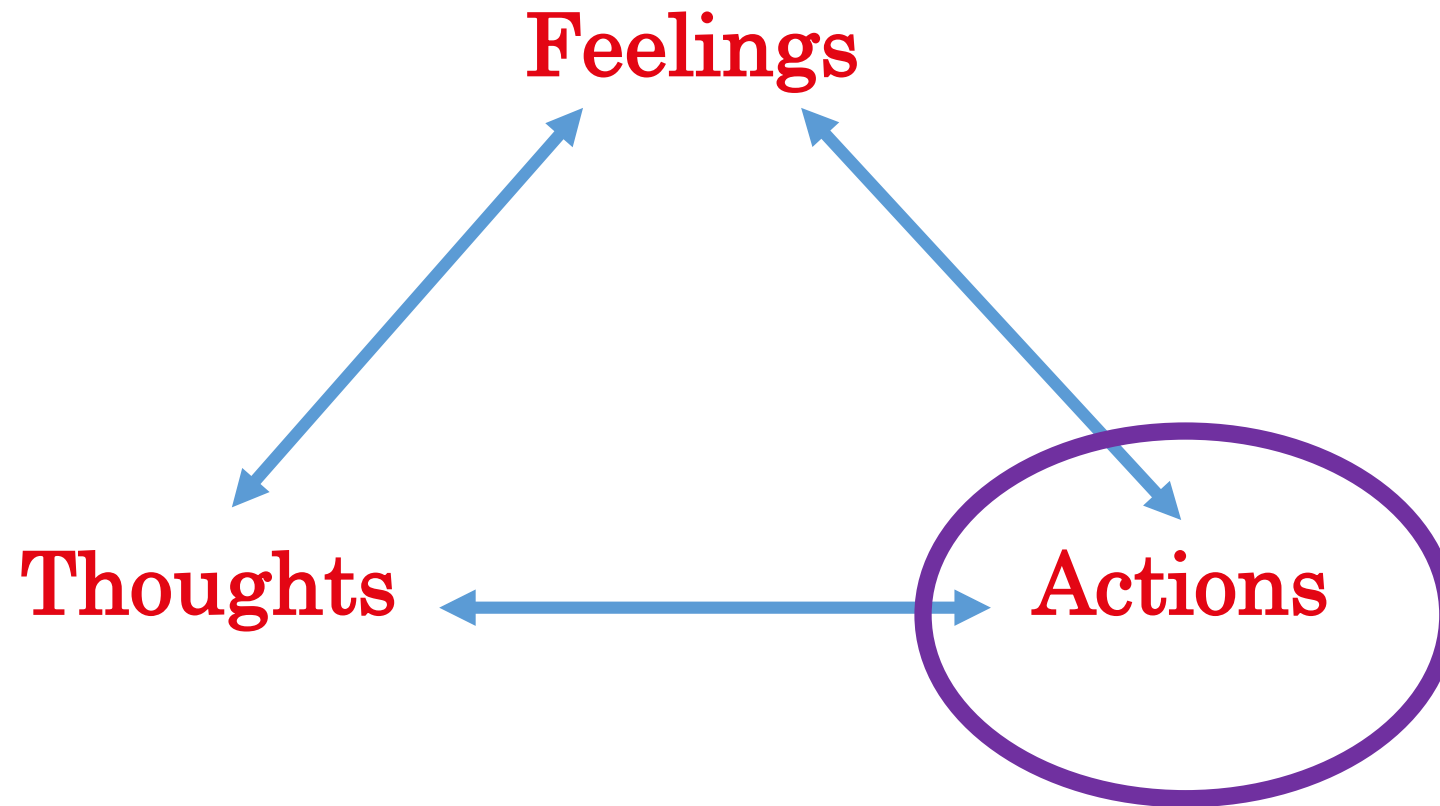
- For thoughts that are true, accepting something we don't like...

“I failed an important test”

- How can you cope with it and learn from it?
- Is thinking negatively about it going to help you... or work against you?
- If it is true what is the worst thing that can happen?
 - How likely is it that this will happen?
- Can you put it into perspective?
 - Will this matter in a month, a year, five years time?



The Triangle Diagram



‘Changing doing’

- Having more fun, increasing activity and rewarding yourself

- **Social**
- **Physical**
- **Relaxing**
- **Entertainment**
- **Kindness to others**
- **Accomplishment**

Things you
enjoy that
make you feel
better

Don't get you
into trouble...

Start small!
Don't need to
cost a lot

The key is making yourself do more fun things, even when you don't feel like it, and it will probably bring your mood up at least a little bit!

DO IT
AND THEN YOU WILL
FEEL MOTIVATED TO DO IT
— Zig Ziglar

... If you do something to make yourself feel better, that deserves a **REWARD!**

- If you praise / reward yourself for:
 - Doing your homework / studying
 - Doing something kind for yourself or others
 - Doing something to make yourself feel better
 - Doing a fun activity, even when you don't feel like it

Then you will be more likely to do that behaviour again in future.





What Young People Say

'I found Blues useful because it allowed me to understand my negative thoughts and changing them to help me feel more better'

'Blues should be offered to every school in Glasgow because it helps a lot.'

'Blues was a very helpful and useful programme and I got a lot closer to the people in my group and have now made friends that I trust will be there to help using the methods I've learned from Blues. Thank you.'

'This group made me more confident and helped me open up more, helped me cope with things I couldn't normally'

'Blues was a really helpful and insightful programme that helped me challenge negative thoughts and think more about how I can challenge day to day hassles.'

'I found it really helpful that I could really open up.'

What young people need from us

- To be heard and listened to
- To feel emotionally and physically safe
- Kindness, compassion and patience
- To feel loved, trusted, valued and understood
- Accepted for who they are and to have their strengths recognised and appreciated
- Sense of belonging in home, school and community
- Feeling they have some control over their own life
- Structure, consistency, routine, stability
- Forgiveness
- Empowerment to seek support if they need it

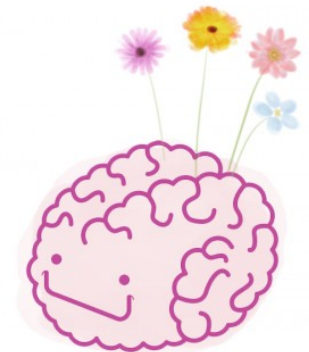


Be a role model, Look after yourself!

You can – AND DO – make a huge difference

- We can model ways of thinking/acting/speaking/relating to others that we would like the children and young people we work with to repeat
- Use Blues strategies yourself – increasing activity, making time for yourself, shared activities with people who make you happy!
- **As adults, we can struggle as well**
- Really important to ask for help if you need it – support is out there and **you deserve it too**

THERE ARE
MANY SEEDS
IN YOUR MIND.
WHICH ONES WILL
YOU CHOOSE TO
WATER TODAY?



EVERYBODY HAS A BRAIN

Practical ideas

- **‘Mental Health First Aid Kits’**

Stress ball, journal, playdough, stretchy man, colouring in book and pens –use something that helps you stay calm.

- **Writing down or Talking about thoughts and feelings**

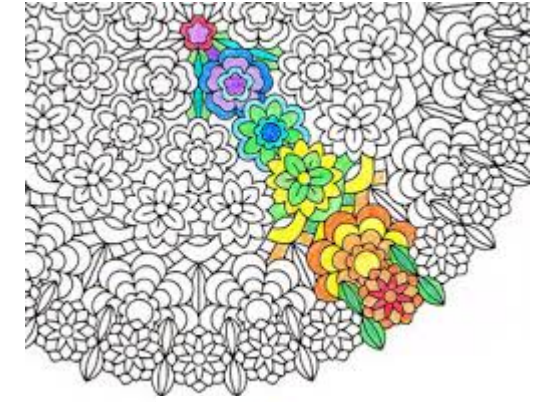
- **Mindfulness: meditation and breathing exercises**

- Headspace, Calm, Smiling Mind

- **Music:** Listening/playing

- **Creativity:** Art, drawing, dance

- **Exercise:** Releases ‘feel good’ chemicals



**BUILD
SOUND
MINDS**

Further support and help

www.buildsoundminds.org.uk

HOW

**ACTION FOR
CHILDREN**

WORKS



Further support

For young people:



For relaxation:



**Thank you for
listening.
We welcome any
questions.**

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