

# Compass

# GO



# LEVEL 2 TRAINING



## Delegate Workbook



**This workbook has been created to support you as you complete the Level 2 training from Compass GO... The webinars have been carefully designed for you to complete in your own time as part of your CPD.**

**We recommend watching the 5 webinars in the order given below, as each one will build upon the information given in the previous one.**

- **Webinar 1 – Understanding Emotions**
- **Webinar 2 - Common Mental Health Difficulties**
- **Webinar 3 - Top 10 Tips in 10 Minutes**
- **Webinar 4 – Basic Assessment**
- **Webinar 5 - Therapeutic Skills**

**If you have any problems with accessing the training, please get in touch with your link worker.**

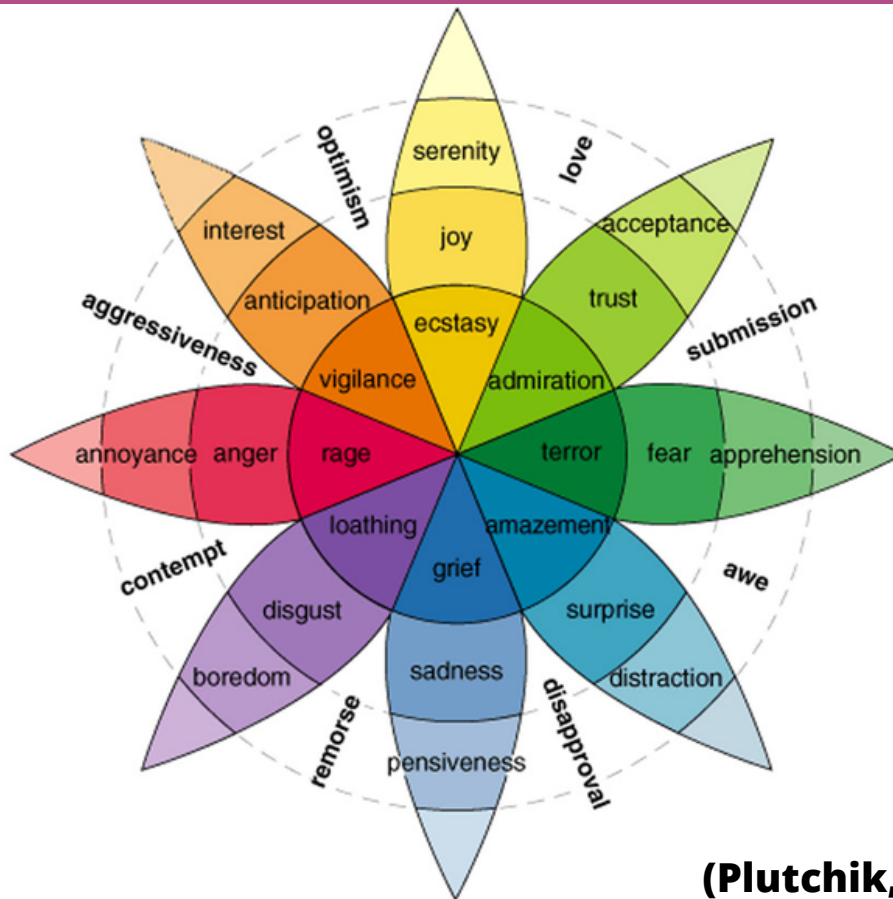
**From everyone at Compass GO... we hope you enjoy the training!**

The background is a solid blue color. Scattered across the page are several stylized paper airplanes. Each airplane is white with yellow and green accents on its wings and tail. They are shown in various orientations, as if flying in different directions. Some have short, dashed blue lines trailing behind them, suggesting movement. There are approximately 10-12 airplanes in total, distributed across the upper and lower portions of the slide, framing the central text.

# WEBINAR 1

## Understanding Emotions

# EMOTIONS WHEEL



(Plutchik, 1980)

## EMOTIONAL LINKS

Stimulus Event	Finding £2 on the floor	Splashed by hot water
Interpretation		
Feeling State		
Behaviour		
Outcome		



## Components

**Having the ability to understand your emotions**

**Being able to listen to others and empathise with their emotions**

**Knowing how to manage our emotions to improve personal power**

**Being able to repair emotional problems when they arise**

**Putting it all together to demonstrate emotional interactivity**

**Steiner & Perry , 1997**

## Benefits

**Improved positive relationships with minimal arguments**

**Increased ability to exercise self-control during heightened emotional states**

**Heightened experience of love, joy and hope**

**Improved overall psychological wellbeing**

**Increased capacity to achieve and contribute to society and personal life**



# EMOTIONAL REGULATION



**For each of the below emotions, write down some activities that you could encourage young people to do that would help to regulate their emotions. The same activity may help a couple of emotions, but try to make them different.**



## **Confusion**

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## **Anxiety**

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## **Envy**

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## **Stress**

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## **Sadness**

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## **Anger**

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# NOTES



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# **WEBINAR**

# **2**

**Common Mental Health  
Problems**





# MENTAL HEALTH FIGURES



**For each of the below statistics, try to fill in the blanks for what you think the statistic should read from your experience. The webinar will provide the right answers based on the research.**



**Almost ..... in ..... children and young people show some evidence of mental ill health**

**ONS (2016)**

**Rates of probable mental disorders have .....  
(increased/decreased)  
between 2017 and 2021.**

**NHS Digital (2021)**

**There are around ..... children and young people with a diagnosable mental health disorder in the UK.**

**DoH & DfE (2017)**

**.....% of all mental health problems manifest by the age of 14, with .....% by age 24.**

**Kessler et al. (2005)  
McGorry et al., 2007)**

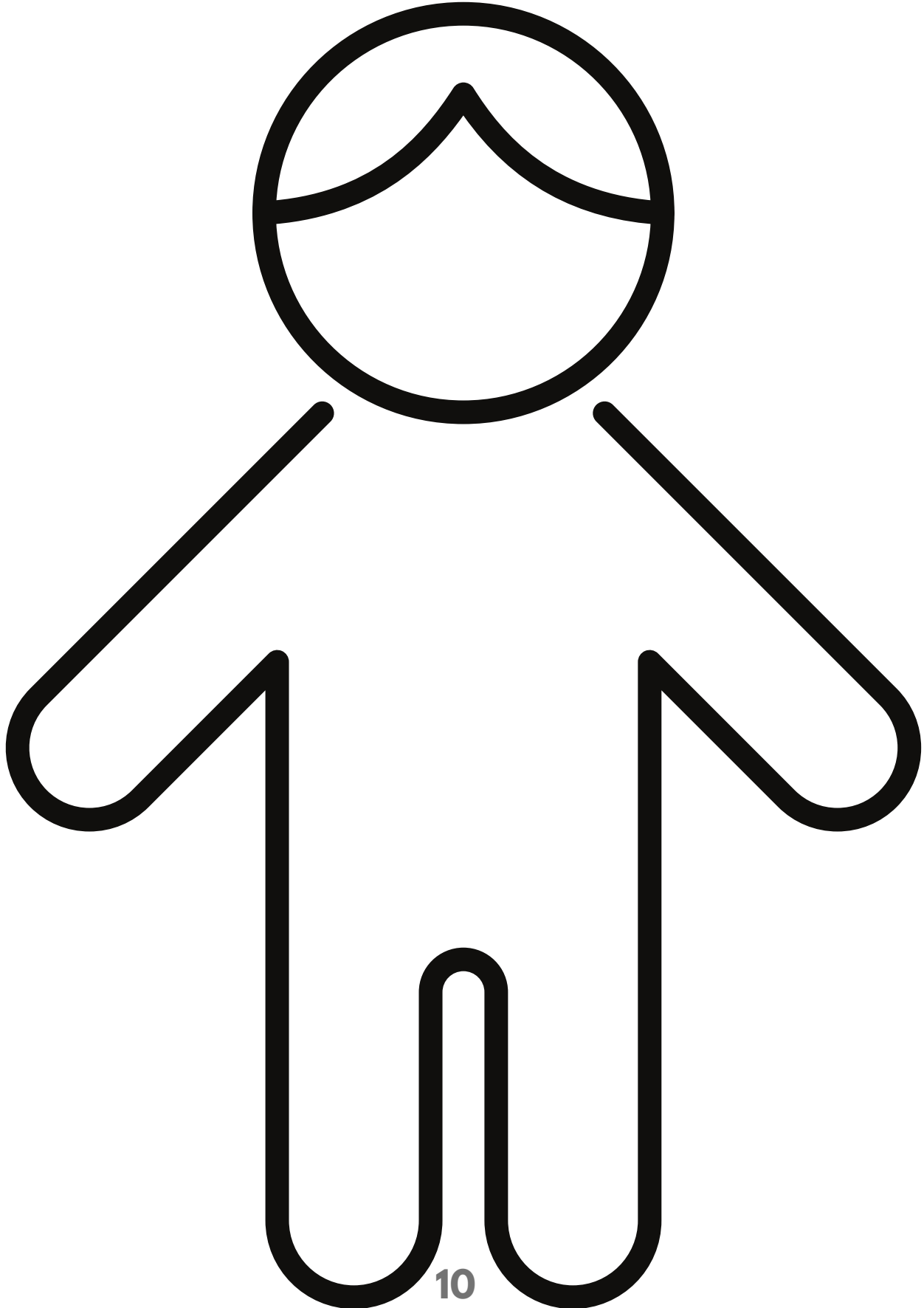
**..... in ..... mental health problems in adulthood are directly connected to an adverse childhood experience.**

**Kessler (2010)**

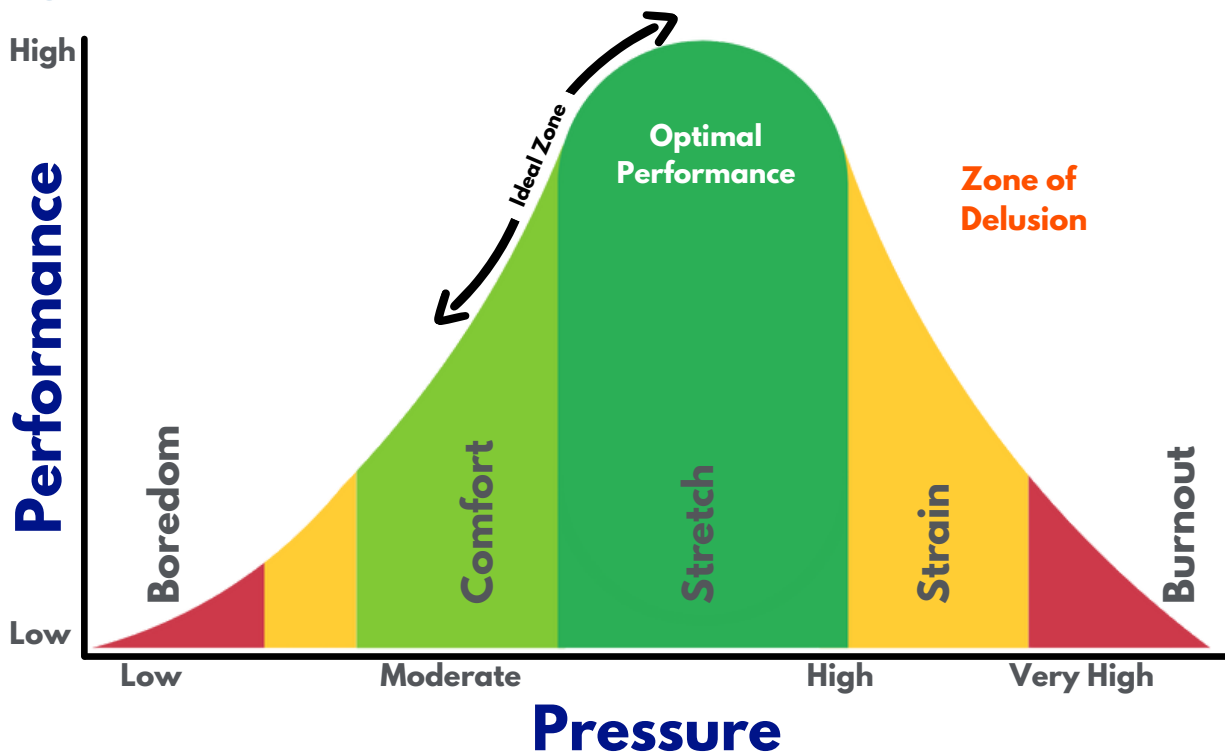
# RECOGNISING MENTAL HEALTH PROBLEMS



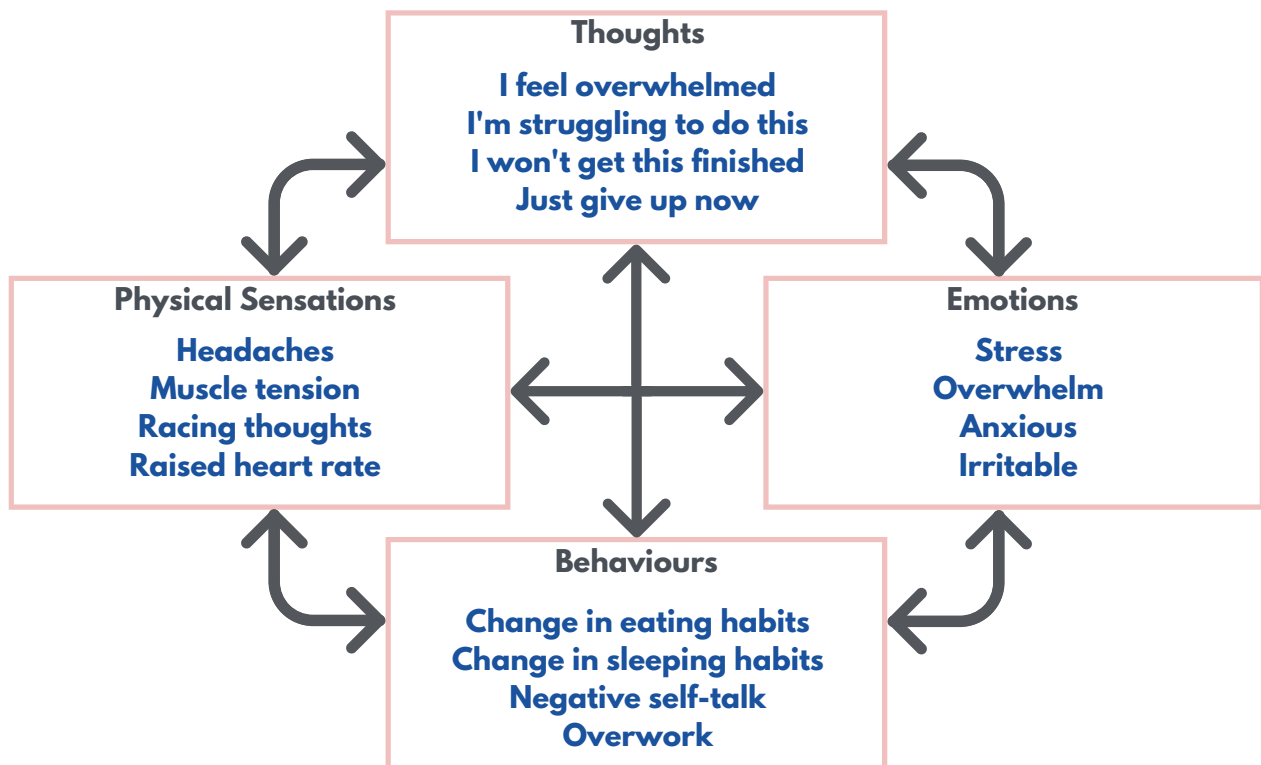
**Write on or around the gingerbread person what you would notice if you were considering whether a child or young person had a mental health problem.**



# STRESS

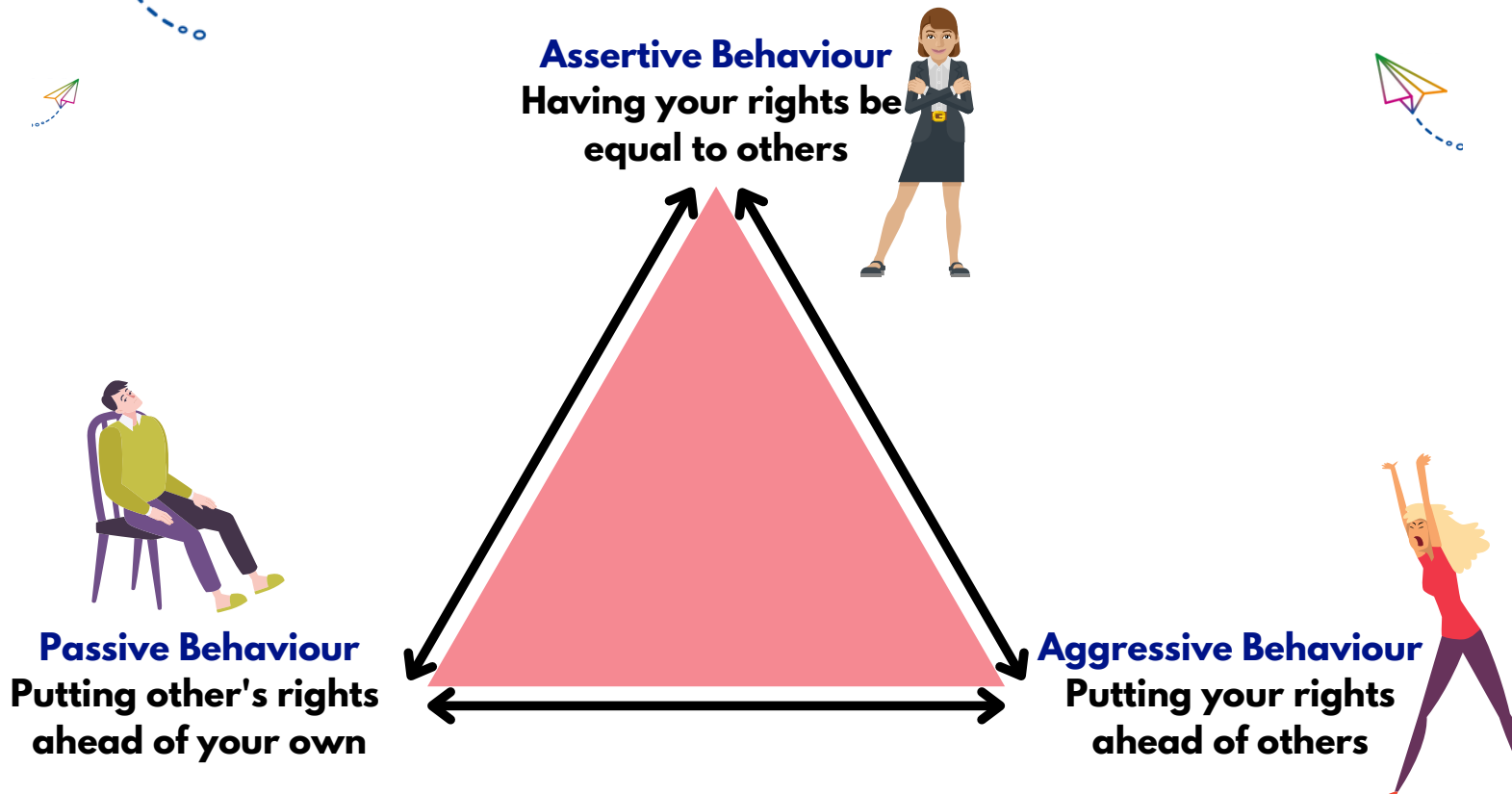


The Stress Curve demonstrates how stress can be helpful, up to a point. After this stretch, it causes strain and subsequent burnout. It's important for young people to recognise when stress is becoming high, and when it's not high enough.

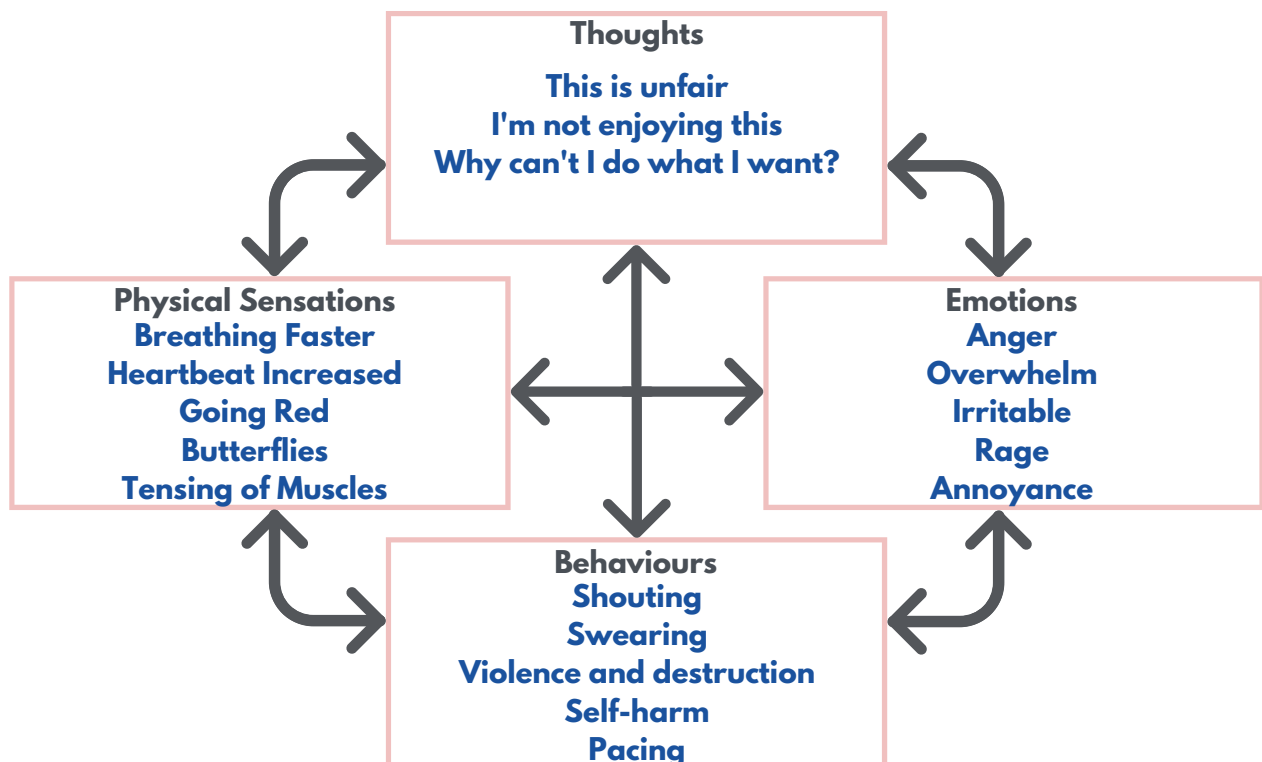


The above diagram shows some of the signs and symptoms of Stress. The webinar explains this in more detail.

# ANGER



The Assertiveness Triangle is a visual aid for understanding how Assertive, Aggressive and Passive behaviours are all linked together and it's a balance to ensure behaviour is assertive, not aggressive.



The above diagram shows some of the signs and symptoms of Anger. The webinar explains this in more detail.

## The 3 Rs Model

The default with someone who is angry can be to Reason > Relate > Regulate, but we must do the complete opposite

### Reason

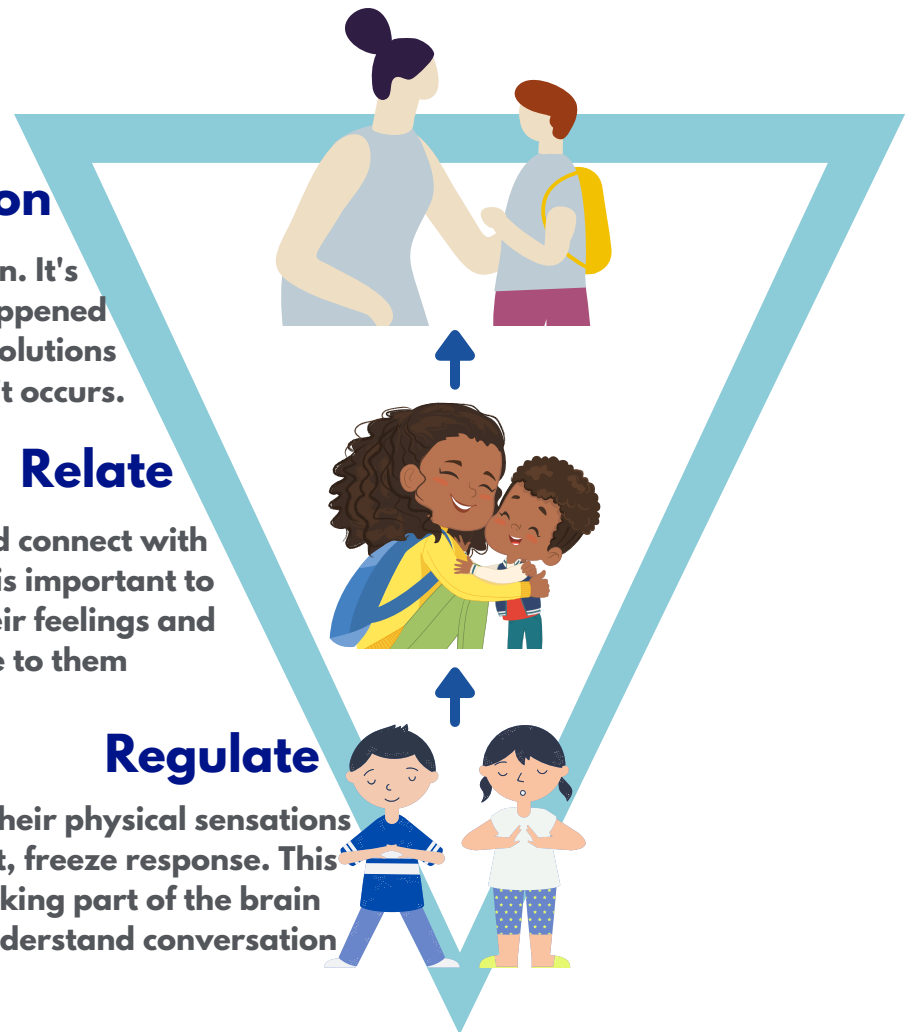
Support the child to reflect and learn. It's an important time to discuss what happened and identify the situation to look for solutions and alternative for next time it occurs.

### Relate

We must relate to the child and connect with them in an attuned manner. It is important to show them you understand their feelings and can empathetically relate to them

### Regulate

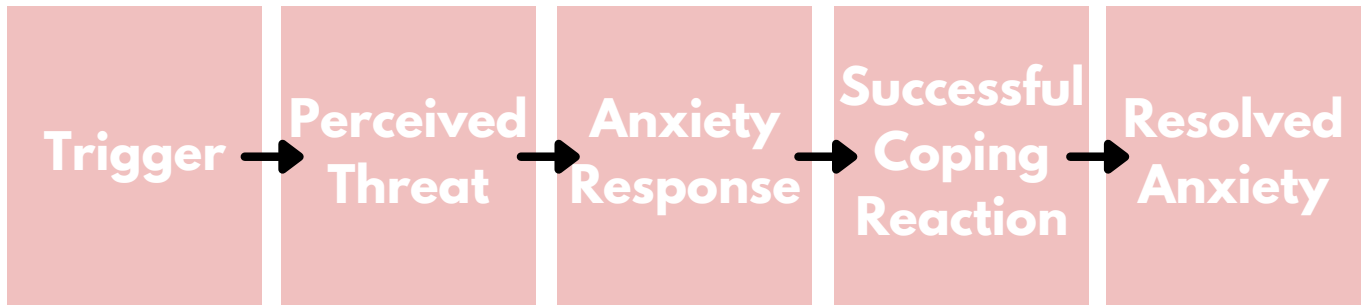
Help the child to regulate their physical sensations and calm their fight, flight, freeze response. This helps re-engage the thinking part of the brain and allows the child to understand conversation



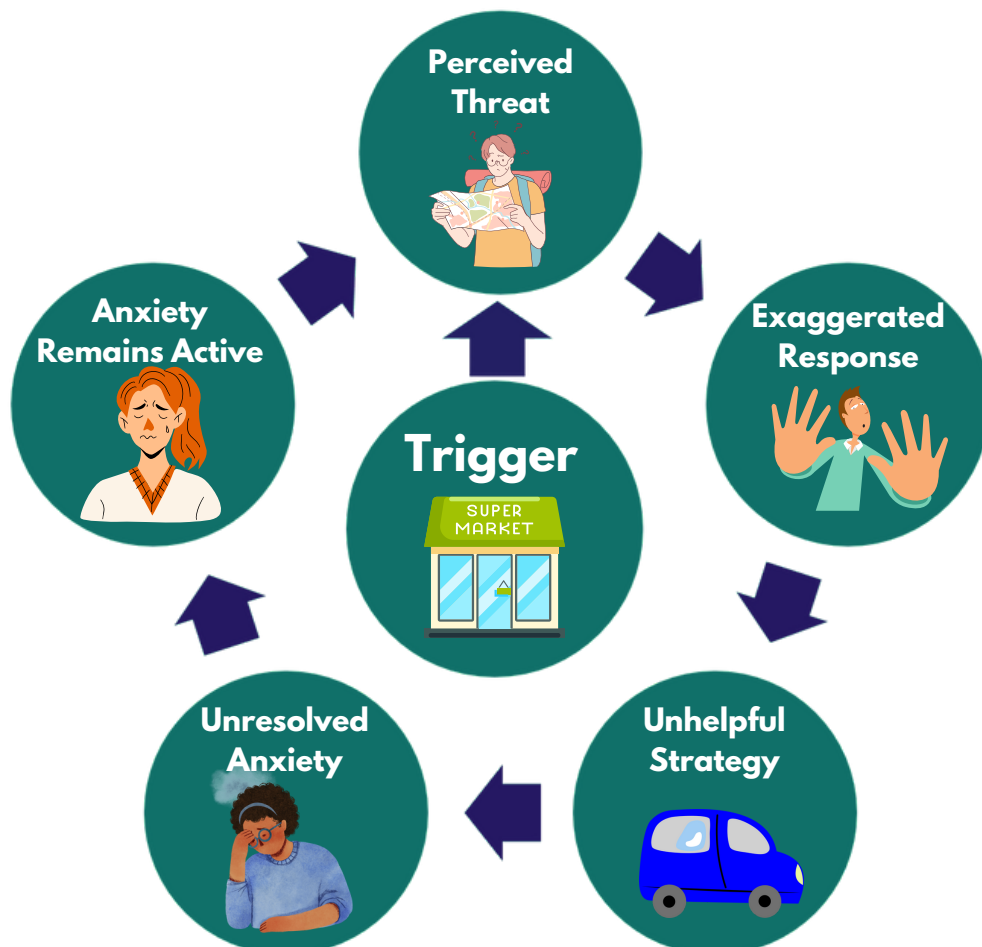
Adapted from Perry (2019)

# ANXIETY

## A Biological Response to Anxiety



## An Atypical and Cyclical Response to Anxiety





**Use this page to make notes on the various types of anxiety that are discussed in the webinar**

## **Separation Anxiety**

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## **Generalised Anxiety**

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## **Phobias**

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## **Panic Disorder**

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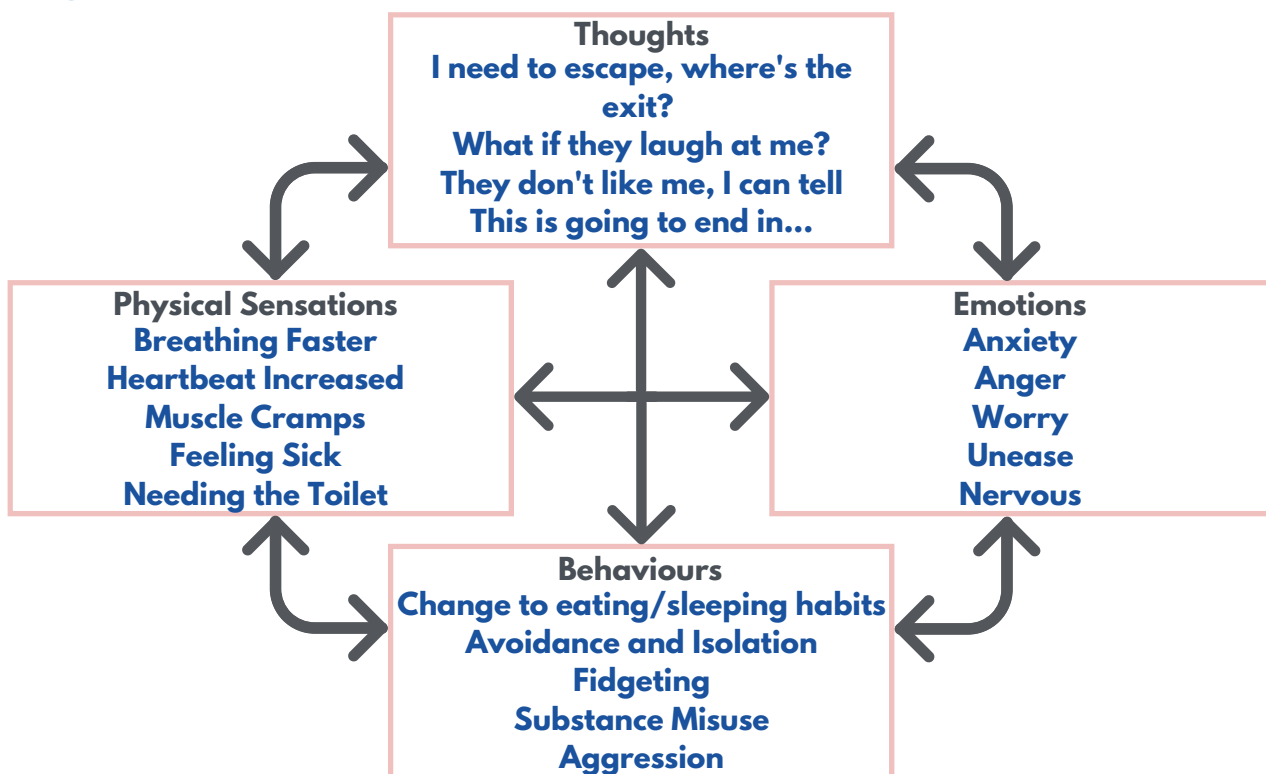
## **Post-Traumatic Stress Disorder**

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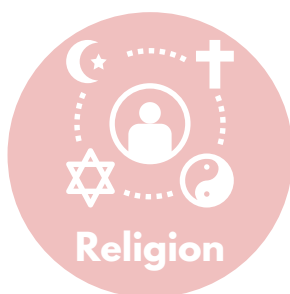
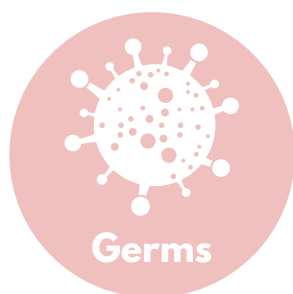
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# ANXIETY



The above diagram shows some of the signs and symptoms of Anxiety. The webinar explains this in more detail.

# OBSESSIVE COMPULSIVE DISORDER

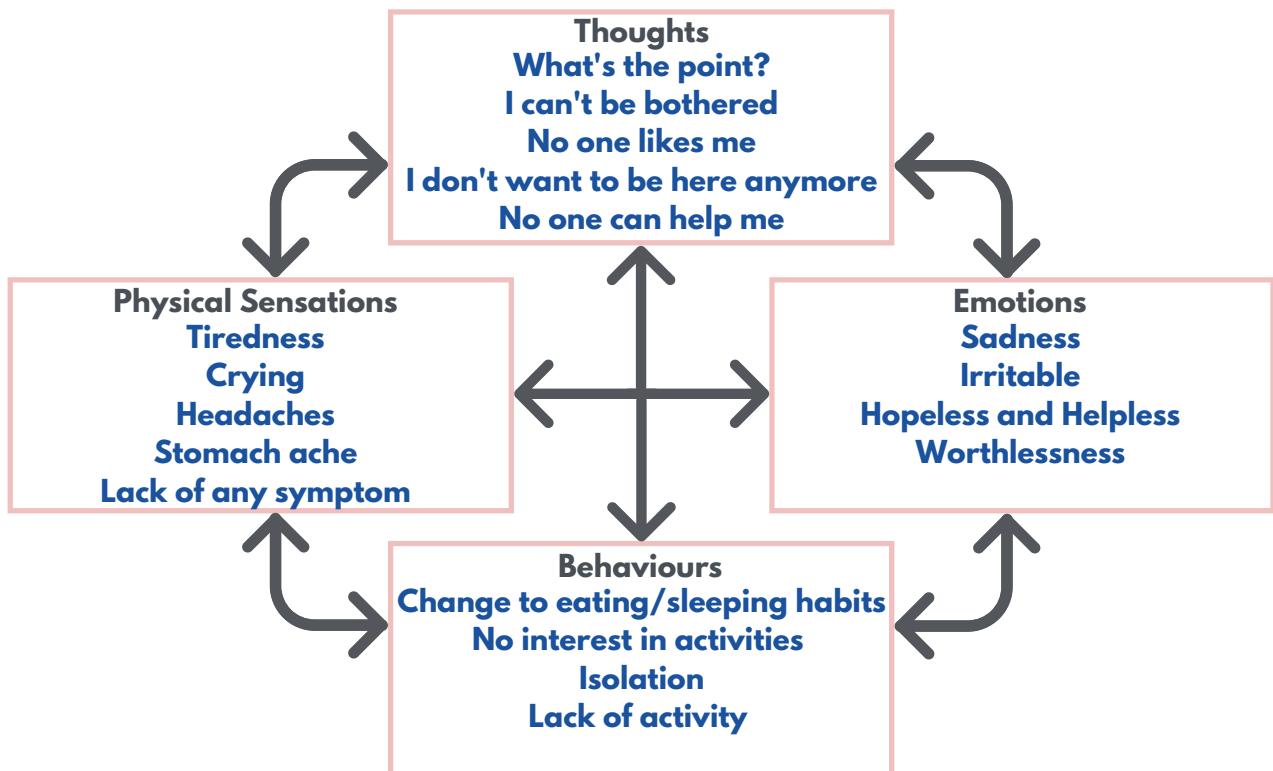


## Common Areas within OCD



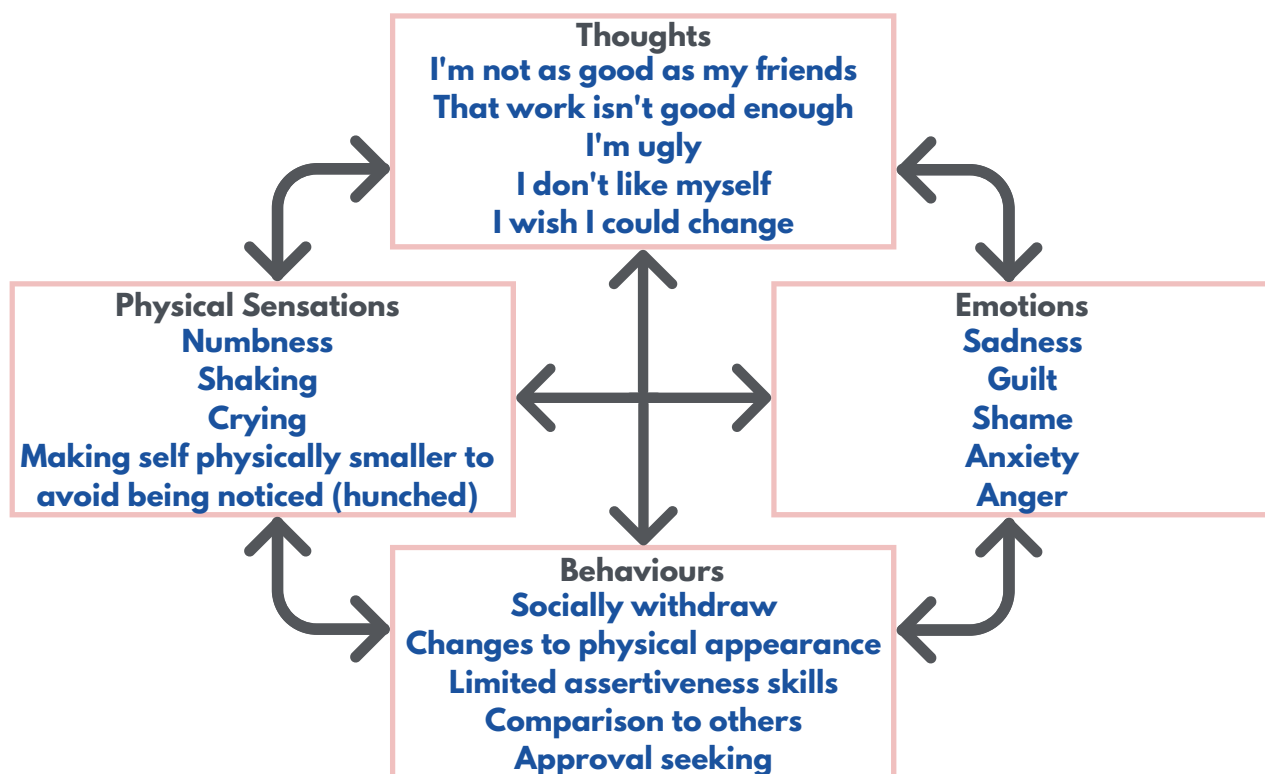


# LOW MOOD & DEPRESSION



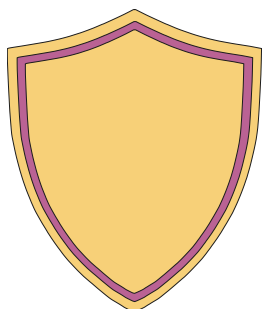
The above diagram shows some of the signs and symptoms of Low Mood and Depression. The webinar explains this in more detail.

# SELF-ESTEEM



The above diagram shows some of the signs and symptoms of Low Self-Esteem. The webinar explains this in more detail.

## Support Ideas



**Shield of Strengths**



**Compliments**



**Assertiveness Skills**



**Positive Relationships**



**Challenge Beliefs**



**Success Opportunities**

# SHIELD OF STRENGTHS



**My Strengths**

**My Interests**

**My Goals**

**My Support Network**

# NOTES



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# WEBINAR 3

## Top 10 Tips



## 1. BE THERE

**Make sure you are available. Set times for the child/young person to be able to speak to you. Let them know that there is always someone there. Give them other options of someone to speak to in case you are not available.**

## 2. LISTEN

**Give them the opportunity to tell you how they feel. Use active listening to show that you care. Be patient and never appear rushed. Make sure that you validate their concerns and reassure them.**

## 3. COMMUNICATE

**When you are communicating with the young person, be calm, non-judgemental and respectful. Be careful with the language you use; avoid labelling or flippant remarks as these can negatively impact a young person.**

## 4. QUESTION

**Be a detective and use open questions to look beyond the presentations and find out how things are for the young person. Ask follow up and clarifying questions whenever you can to help you with this.**

## 5. QUALITIES

**Remind them of their positive qualities, skills and abilities. Make sure you are specific and avoid generic throwaway comments as they will not seem genuine. Help them to build their self-esteem by conserving their good areas of resilience and encourage them to do things that bring them joy.**



## 6. OPTIONS

Give the child or young person choice over what happens next and where they can receive help from. Make sure you explain the options and benefits of each. Give them the information that they need so that they can make positive, informed choices. There are times when child protection will override a young person's choice.

## 7. NORMALISE

Educate and normalise where possible so that the young person can understand their thoughts, feelings and behaviours. For example, explaining the physical nature of anxiety and normalising it as a fight, flight or freeze response can help, as it is often the misinterpretation of the physical symptoms that can lead to distress.

## 8. TARGETS

Set SMART (specific, measurable, achievable, realistic and time based) targets and encourage positive behavioural change through use of rewards and praise. Don't take rewards away as a punishment; try to keep them separate.

## 9. SELF-HELP

Encourage the young person to take care of themselves. You can direct them to the Five Ways to Wellbeing. Promote sleep hygiene and the avoidance of caffeine. There are lots of self-help books and useful advice on accredited websites. Promote mindfulness, relaxation and controlled breathing.

## 10. REFLECT

Take time to continuously reflect. Make sure that you are always aware of your emotions, feelings and background and how these could impact your work. If you find yourself getting upset or angry, take a step back, as this could alter your perception and response. Recognise when to enlist the help of others and do this in a timely manner.

# NOTES





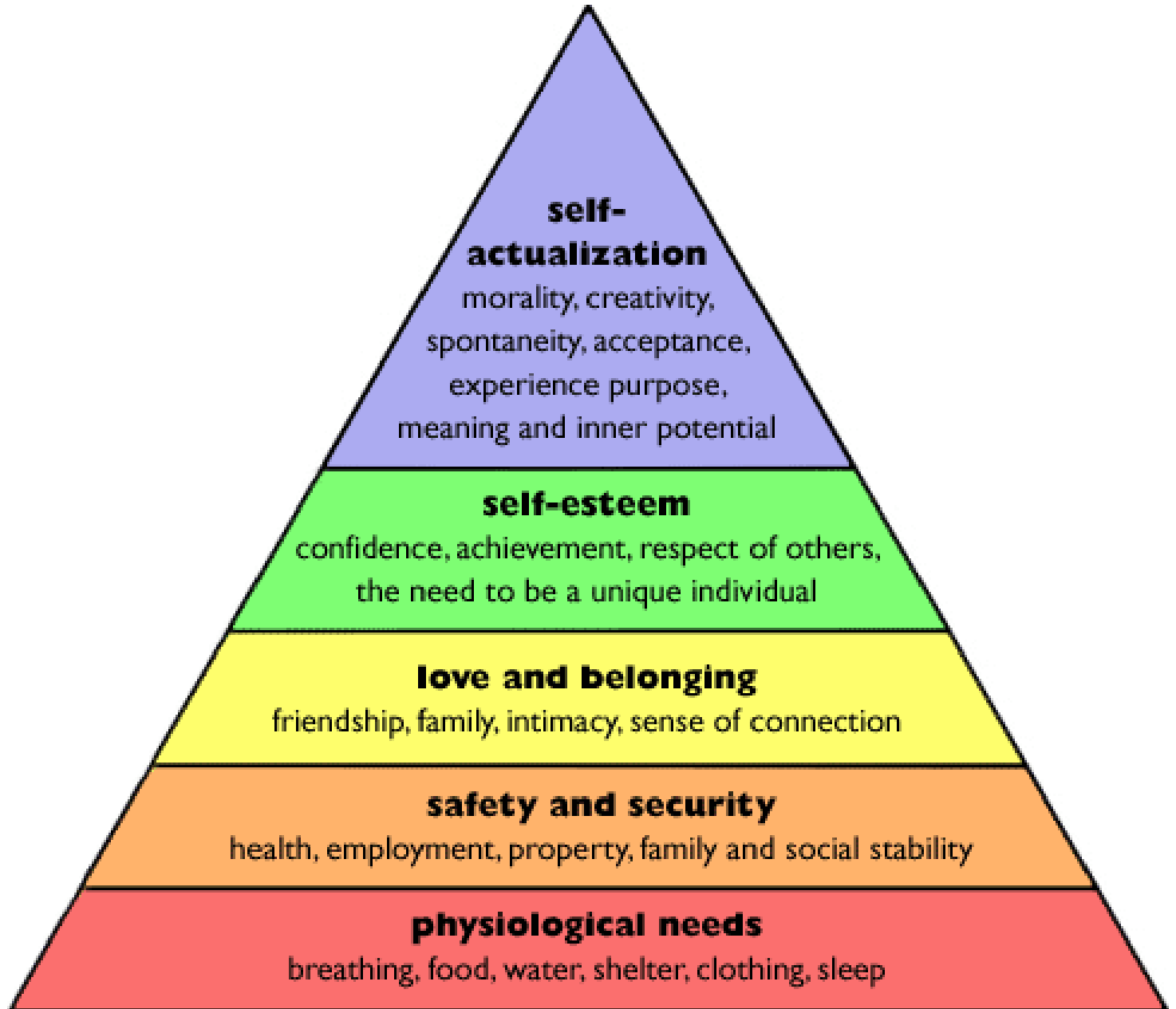
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# **WEBINAR**

# **4**

## **Basic Assessment**

# MASLOW'S HIERARCHY



# THE 5 P<sub>s</sub> FORMULATION



## Presenting Issue

- What are the signs, symptoms or changes?
- Consider the young person's emotions, thoughts, feelings and behaviours (past and present).

## Precipitating Factors

- What are the young person's triggers?
- Think about internal and external factors that occur just before the emotional difficulty.

## Predisposing Factors

- What are the risk factors that make the young person more vulnerable?
- What factors predispose them to potentially suffering with a difficulty in their mental health?

## Perpetuating Factors

- What internal and external factors maintain the problem for the young person?
- Why won't the difficulty go away by itself?

## Protective Factors

- What are the young person's strengths and personal qualities?
- What factors keep the young person safe and hopeful?

# CASE STUDY

Harry is an 11 year old boy who you teach at school. He lives with his aunt, uncle and cousin but you are aware that he does not get along with them. His parents were involved in a fatal accident when he was just 1 year old, so was privately fostered by his aunt and uncle.

Harry enjoys school but you notice that he turns up in tattered and unwashed clothes that do not fit him properly, and the lunchtime staff provide him with additional food to supplement his lunch. When you ask Harry about his home life, he tells you that he spends most of his time in his room, which is 'like a cupboard' but it's his own space whilst his family spend time eating, entertaining friends and going on days out without him.

He's recently told you he has an interest in magic, but his family laugh at him and tell him to 'not be stupid' when he brings it up with them. You've noticed over the last two weeks that he seems very flat and down in himself, and doesn't spend much time playing with his peers.

After speaking with other members of staff, you have concerns about his overall wellbeing

## Presenting Issue

## Precipitating Factors

## Predisposing Factors

## Perpetuating Factors

## Protective Factors

# IDENTIFYING NEED



## Presenting Issue

## Duration

## Severity

## Impact

# IDENTIFYING NEED



## Context

## Previous Intervention

## Goals & Motivation

## Other people involved

# NOTES



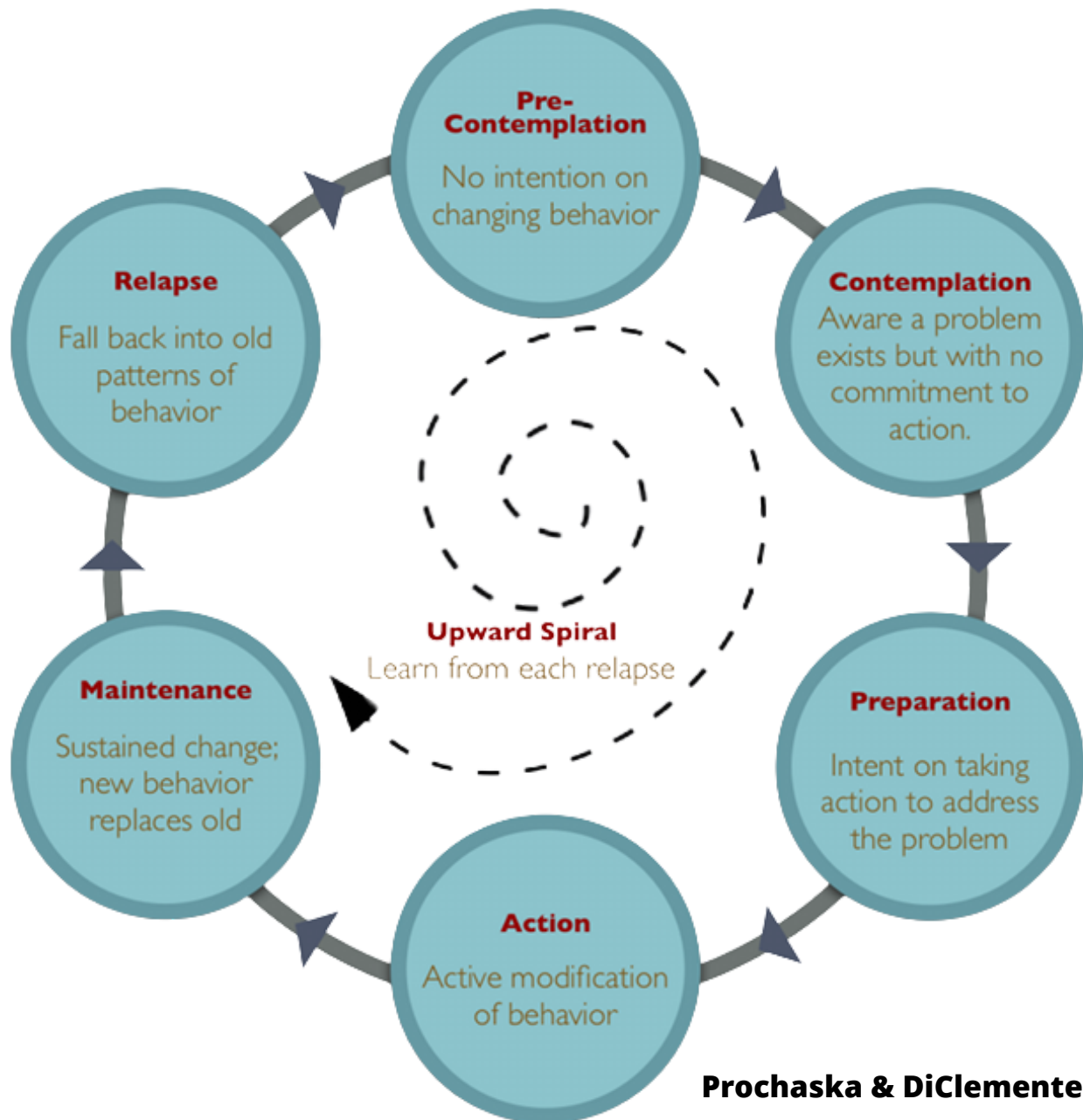
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# WEBINAR 5

## Therapeutic Skills



# CYCLE OF CHANGE



**Prochaska & DiClemente (1983)**



**How would you support a young person to be engaged from the first contact?**

# GOOD COMMUNICATION



**Think back to a time when you felt as though someone gave good communication during a conversation with you. Use the experience to answer the questions below about what made their communication excellent.**

**What did they do that showed you they listened to you?**

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**How did they validate your feelings?**

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**Was there anything they could have improved on?**

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# ACTIVE LISTENING



 <b>Make Eye Contact</b>	 <b>Summarize</b>	
 <b>Ask Open-Ended Questions</b>	 <b>Paraphrase</b>	
 <b>Request Clarification</b>	 <b>Ask Probing Questions</b>	 <b>Be Attuned to and Reflect Feelings</b>

# VALIDATION

**Summarise what the young person is saying.**

“it sounds like you’re disappointed in yourself because you didn’t get the mark you hoped for”

**Read or guess the young person’s emotions and name them.**

“I’m guessing you’re feeling very sad and disappointed that you couldn’t go out like planned”

**Normalise emotional reactions that anyone would have.**

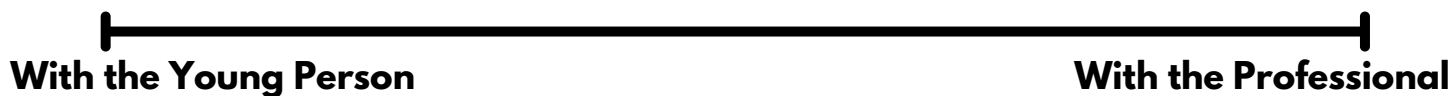
“of course you’re angry. Anyone would feel angry if they felt attacked or felt wronged”

# POWER



**Using your own experience of therapeutic relationships, where does the power sit within these relationships? Does it sit with the professional who has all the knowledge and experience, or does it sit with the child who can say yes or no to things? Or perhaps it sits somewhere in the middle.**

**Put a mark on the scale below as to where you think the power normally sits in these relationships**



**Put a mark on the scale below as to where you think the power **should** sit within these relationships**



**Finally, put a mark on the below scale as to where the power sits when having a therapeutic relationship with a parent, carer or family**





## **Empathy**

- **Feeling what someone else feels**
- **Listening to what they have to say**
- **No judgement**
- **Awareness of nuances and non-verbal cues**
- **Discovering their perspective**
- **Acknowledging everyone's feelings**

## **Sympathy**

- **Having thoughts about what someone feels**
- **In conversation, giving unasked advice**
- **Passing judgement**
- **Only noticing the surface level**
- **Understanding from your perspective**
- **Ignoring emotions**



# SKILLS



Have a look at the skills listed below that were discussed in the webinar. Tick the box next to each skill as to how often you use it. Then, complete the activity on the next page.

	Never	Sometimes	Often	Always
<b>Cycle of Change</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Boundaries</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Confidentiality</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Engagement</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Communication</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Questioning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Power</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Empathy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reflection</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**For those skills that you ticked as 'Never' or 'Sometimes', write some ideas below for how you can develop these skills, or how you will built them into your practice**

	How I can use this skill more frequently:	Where I can go for extra training:
<b>Cycle of Change</b>		
<b>Boundaries</b>		
<b>Confidentiality</b>		
<b>Engagement</b>		
<b>Communication</b>		
<b>Questioning</b>		
<b>Power</b>		
<b>Empathy</b>		
<b>Reflection</b>		



# NOTES



# CONTACT US



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