

Child and adolescent mental health today: a handbook

Edited by Catherine Jackson,
Kathryn Hill and Paula Lavis

Mental Health Foundation



Child and Adolescent Mental Health Today

A handbook

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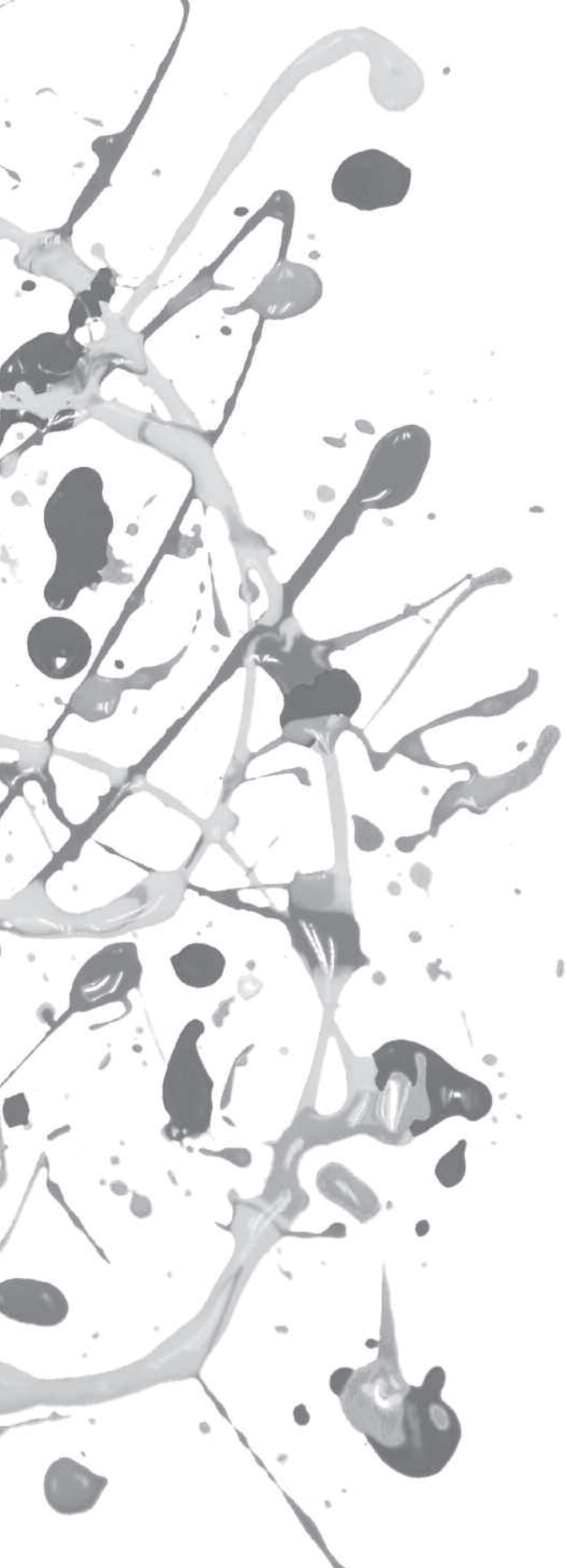
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Foreword

It is frequently, and rightly, said that children's mental health is everybody's business. Even without expert analysis, it is clear that many children and young people in our society are suffering from mental health problems that need to be tackled. That so many highly vulnerable children end up in care, experiencing early pregnancy, misusing substances or in prison, shows how important it is that we address early on the underlying causes of their vulnerability.

The increased focus on the mental health of the infant is welcome, given the growing body of evidence that illustrates all too starkly the impact of poor attachment on the developing infant brain. That much can be done in schools to promote emotional well-being and resilience once children start school is now recognised, as all schools start to adopt the Healthy Schools model and as they offer additional services as extended schools. Embedding primary mental health workers in schools will help to provide the support that is needed not only early on but particularly during adolescence. This will particularly be the case where they work as one component of a multidisciplinary team whose focus is on identifying the child who is experiencing difficulties, and meeting that child's needs.

There is no doubt that much has been and is being done, at government level and in local authorities, primary care trusts and mental health trusts, as well as many voluntary organisations, to improve children's mental health. There has been positive development in the last five years. A clear target for a comprehensive child and adolescent mental health service, with appropriate funding alongside it, has been established, and a standard was included in the National Service Framework for Children, Young People and Maternity Services. The effort that has gone into mapping services has undoubtedly raised the profile of, and the attention paid to, these important issues. However, given that there was previously such a scarcity of services, it is perhaps not surprising that there is still much more to be done in order to meet the needs of all children and young people with mental health problems, including many who are in evident distress. In some parts of the country there are still lengthy waiting times, and there can be a reluctance to refer to services that may be ill-equipped to deal with the specific needs of every child.

In my travels around the country, I see many children and young people who have overcome considerable adversity but for whom we could be doing far more in terms of tailoring services to their individual needs. What I want to see as Children's Commissioner, and I hope this book will help to achieve this aim, is a society that recognises the importance and centrality of children's mental health to all aspects of their current and future lives.

Sir Al Aynsley-Green
Children's Commissioner for England
11 MILLION

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Jane Barlow is a professor of public health in the early years at the University of Warwick. Her main research interest is the role of parenting in the aetiology of mental health problems, and in particular the evaluation of early interventions aimed at improving parenting practices, particularly during the formative years. Her programme of research focuses on interventions that are provided around infancy, and she is currently undertaking long-term follow-up (at age three years) of an intensive home visiting programme that was provided by health visitors to vulnerable women during pregnancy and the postnatal period. She is currently developing the Warwick Infant and Family Wellbeing Unit, which will provide training and research in innovative evidence-based methods of supporting parenting during pregnancy and the early years to a wide range of early years and primary care practitioners.

Mary Bunting qualified as a social worker in the early 1970s and has extensive experience in generic social work, adoption and fostering, and specialist CAMHS teams. As a child protection training manager in the early 1990s, Mary developed and delivered a range of training to staff in a large social services department, before returning to CAMHS as a clinician. For several years she held the position of service manager in a community health trust, where she was closely involved in developing effective multi-agency structures to deliver a more accessible service to children and their families. Since 2001, Mary has developed her own training and consultancy business, which specialises in children's services, with a particular focus on the mental health and emotional needs of children and young people and safeguarding. For several years she has worked as a trainer and consultant for YoungMinds, and is the lead on their Looked After Children Project. It is a project dear to her heart as over the years she has met so many children and young people in the care system who, despite their negative life experiences, have developed a resilience and positive attitude to life that is inspirational.

Roger Catchpole is the principal consultant at YoungMinds. He specialises in inter-professional working, learning and development in child and adolescent mental health. Having trained as a social scientist at the University of Essex, he worked in social services in London as a consultant/trainer and then training manager, before becoming a freelance consultant in 1998, and joining the staff of YoungMinds in 2004. He has led consultancy and training projects in all four countries of the UK, and has worked on a number of national training and development programmes, including Behaviour and Education Support Teams (BEST) and Sure Start in England and, in partnership with the Scottish Development Centre for Mental Health, implementation of the Framework for Child and Adolescent Mental Health in Scotland. With YoungMinds colleagues David Goosey and Mary Webb, he developed a national inter-agency training resource in Scotland. He is a visiting lecturer at City University in London, where he has been part of the development of an MSc in Inter-professional Practice in

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Child and Adolescent Mental Health. Roger was a member of the national reference group developing occupational standards in mental health, is a member of the CAMHS Trainers' Forum, and has sat on Open College accreditation panels for mental health programmes.

Andy Cotgrove is clinical director and consultant in adolescent psychiatry at Pine Lodge Young People's Centre in Chester, where he has worked since 1993. He trained in Sheffield and worked in general medicine and general practice before training in psychiatry. His specialist training in child and adolescent psychiatry was at the Tavistock Clinic in London, where he also gained an MSc in family therapy. In addition to his clinical work, he is interested in service development and service improvement. He is also interested in research and is currently developing a randomised controlled trial for a treatment intervention for young people who self-harm. He was a member and topic group leader in the guideline development group for the NICE guideline on depression in children and young people (2002–2005), and expert adviser to the NICE self-harm guideline. He is a member of the NICE Mental Health Topic Selection Panel.

Jill Davies has worked with people with learning disabilities for over 20 years, and has mainly worked with children and families during this time. She has a background in learning disability nursing and moved to London many years ago to work at a unit for children with challenging behaviour and mental health problems at the South London and Maudsley NHS Trust. More recently, she worked part-time for a north west London child and adolescent mental health team. She also developed a family support service for children with autism at Bromley Autistic Trust, working there for over seven years. In 2002 Jill joined the Foundation for People with Learning Disabilities as research programme manager. Much of her focus at the Foundation has been on the mental health needs of young people with learning disabilities. This has included running a programme of research called *Making Us Count*, consulting with children and young people to get their views on CAMHS, co-running action learning sets to support more inclusive CAMHS, and managing a project called What About Us? that is addressing the needs of pupils with learning disabilities attending mainstream secondary schools.

Eric Davis is visiting professor of mental health at the University of the West of England. His current research interests include vocational activity and early intervention in psychosis. He has published widely on psychosis in peer-reviewed journals and textbooks, and is co-editor of *Changing Outcomes in Psychosis*, published in 2007. He is also a consultant clinical psychologist and previously worked for the Gloucestershire Partnership NHS Mental Health Trust, where he was project lead for the implementation of early intervention in psychosis services. The Gloucestershire service was recognised for its clinical effectiveness in the CSIP/NIMHE *10 High Impact Changes* report, in 2006. He was a founder member of the Early Psychosis Declaration, which was ratified by the World Health Organisation and Royal College of Psychiatrists, and has been a member of the

Initiative to Reduce the Impact of Schizophrenia (IRIS) working group since 1997. He has contributed extensively to training staff and others in various aspects of psychosis and was a co-founder of the Thorn course in Gloucestershire in 1995, and also the national early intervention in psychosis training programme (CD-rom) developed in 2007.

Alison Giraud-Saunders is co-director, Foundation for People with Learning Disabilities, which she joined from the Institute for Applied Health and Social Policy at King's College London. Previously she worked in the NHS in both commissioning and trust roles, supporting the development of joint commissioning and person-centred services for people with learning disabilities. She took project management responsibility for major change programmes and promoted the involvement of self advocates and family carers in service planning. Alison has worked with health and social services across England on the organisational and service development agenda for change in line with the aims of *Valuing People*, including supporting the development of partnership boards and working with a number of authorities on community team reviews. She led the Valuing People theme for the 2006/07 Beacon Scheme and continues to work on the ways that councils as a whole can make sure they improve opportunities for their citizens who have learning disabilities.

Paula Lavis is a library and information professional, who specialises in children's mental health. She has held the post of policy and knowledge manager at YoungMinds for the last nine years. She also works for the CAMHS Evidence-Based Practice Unit, and is commissioned by the National CAMHS Support Service (NCSS) in an information and research support capacity.

Tim McDougall was formerly nurse advisor for CAMHS at the Department of Health in England, and is a nurse consultant in Tier 4 CAMHS. Tim has worked in a range of CAMHS settings, including community child mental health teams, adolescent inpatient services, and secure adolescent forensic services. Tim has a national profile in CAMHS. He has spoken at numerous national and European conferences, and has published over 70 journal articles and book chapters about the mental health of children and adolescents. Tim has visited CAMHS in several European countries, and services for young offenders in Australia. Clinical interests include working with violent children and young people, and early onset psychosis. Tim was responsible for founding a number of key networks, including the National Nurse Consultants in CAMHS Forum and the Adolescent Forensic Services Professional Network. Tim also helped develop the National Institute for Clinical Excellence (NICE) guideline for bipolar disorder. In his spare time, Tim is writing another book on children and young people with ADHD and enjoys cooking Mediterranean food and visiting Greek islands with his family.

Kim Penketh is a research assistant at the Mental Health Foundation. Kim's experience as a service user of the mental health system led her to take the role of a young persons consultant at the Mental Health Foundation in 2003, where she

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has been a significant driving force in promoting young people's service user involvement. Kim has since developed her skills and knowledge within the mental health research field and is now a research assistant. Kim's main role is working on the Foundation's children and young people projects, which aim to improve the mental and emotional well-being of all children and young people across the UK. A key part of her role is to promote and raise awareness of holistic and creative ways to involve young people in research and practice development at all levels. Kim is studying a childhood and youth studies degree with the Open University.

Kathryn Pugh works part time with the Care Services Improvement Partnership (CSIP) child and families programme as a CAMHS regional development worker in London. Prior to this, she worked for YoungMinds for almost three years, leading the Stressed Out and Struggling Project, which aimed to improve services for and awareness of the mental health needs of 16–25 year olds. As head of policy for YoungMinds, she led for the Mental Health Alliance and a number of children's charities in lobbying for changes to the Mental Health Act, culminating in the introduction by the government of a range of amendments to protect children and young people, including amendments to ensure an age appropriate environment for children and young people requiring inpatient care. Kathryn worked for 12 years in the NHS, first in primary care management and then in commissioning. Her commissioning experience includes acute general and community care, mental health and substance misuse commissioning for all care groups, and specialist commissioning for Tier 4.

Carly Raby is young people's participation manager at YoungMinds. She obtained her Masters in Education in Integrated Therapeutic Arts from the Institute of Child Mental Health/Institute of Therapeutic Arts in London. Carly is a qualified psychotherapist and has also specialised in a range of specific areas in relation to supporting children and young people with mental health difficulties. Carly previously co-ordinated a project for children permanently excluded from mainstream services, and was director of Luna, an organisation that operates nationally and across sectors to ensure that children and young people are central to decision-making within organisations created to meet their needs.

Sam Raby has worked for over 10 years with children and young people. Previously, he has run a project for children and young people permanently excluded from mainstream services, and co-ordinated play centres in deprived areas. With a background in psychology, Sam has also trained children's services employees to listen to children and young people with additional needs. Currently he co-ordinates the Children's Voices Project for Luna, which champions the voice of children and young people at risk of exclusion. He is director of Luna Training. Luna works to ensure that children and young people can participate in services, and that their views are heard at the heart of services.

Marion Roberts completed her undergraduate and graduate psychology studies at Victoria University of Wellington, New Zealand. She taught in the psychology department at Victoria University for a year, before moving to London to study for her Doctorate under Professor Janet Treasure at the Institute of Psychiatry, King's College London.

Kapil Sayal is a consultant and senior lecturer in child and adolescent psychiatry. His research focuses on the recognition of children with mental health problems in primary care and schools, and their access to services. Current research includes intervention and follow-up studies investigating the identification of children with hyperactivity in schools and the development of quality standards for access to care through primary care. He is a member of the NICE attention deficit/hyperactivity disorder (ADHD) guideline development group.

Jude Sellen has worked in the health and social care field since 1982. Her roles have included practitioner, manager and senior policy officer, primarily focusing on meeting the mental health needs of children, young people and their carers. She has particular skills and knowledge in working with addiction, eating disorders, aggressive behaviours and self-harm, and has an MSc in Health & Social Care. Since 2000 Jude has worked as an independent young people's mental health consultant and trainer. She continues to run one and two-day self-harm training courses for frontline staff across the UK and supports areas with developing local self-harm protocols. She is currently developing self-harm training materials for use in schools.

Mike Shooter has been part of mental health services in every sense. For 25 years he was a consultant in child and adolescent psychiatry, helping lead multidisciplinary teams working with deprived families in Cardiff and the old mining valleys of South Wales. He is the immediate past-president of the Royal College of Psychiatrists, having previously been its registrar and director of public education. In 'retirement' he has become chair of YoungMinds, of Children-in-Wales and of the Princess Royal Trust for Carers in Wales, chair-elect of the Mental Health Foundation, a trustee of the National Children's Bureau, and a vice-president of the British Association for Counselling and Psychotherapy. Mike has a recurrent depressive disorder of his own, that first occurred when he was a student, and has needed regular help since. He has always been wonderfully cared for by service colleagues, by friends and most of all by his family.

Cathy Street is a freelance health researcher and consultant. She has researched and published widely on a range of topics concerning the provision of child and adolescent mental health services (CAMHS) – in particular, Tier 4 inpatient services and services for children with learning disabilities. As research consultant at YoungMinds from 2000–2007, Cathy managed a number of national projects, including service user involvement in CAMHS, access to public services by young people from black and minority ethnic groups, developments in inpatient care, and using drama as a way of sharing information about CAMHS with young people from

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BME communities. She also led the YoungMinds consultancy team that worked on the Pushed into the Shadows report for the Children's Commissioner for England, which explored inappropriate admissions of young people to adult inpatient wards.

Janet Treasure is a professor of psychiatry at Guy's, King's & St Thomas' Medical School, London, and a consultant psychiatrist who has specialised in the treatment of eating disorders for more than 25 years. She is director of the Eating Disorder Unit at the South London and Maudsley NHS Foundation Trust, a leading centre for training and the clinical management of eating disorders. She chaired the physical treatment section of the committee that produced the NICE clinical guideline on eating disorders. She is the chief medical advisor for bEAT (formerly the Eating Disorder Association, the main UK eating disorder charity), and is the patron of the Sheffield Eating Disorders Association. She is on the Academy of Eating Disorders accreditation committee and is an Academy fellow. She is the medical advisor for the Capiro Nightingale Hospital. In 2004 she was awarded the Academy for Eating Disorders (AED) Leadership Award in Research.

Jo Tunnard works as an independent researcher, writer and editor for a range of statutory and non-governmental organisations, including both adult and children's divisions of the Department of Health. She has 25 years experience of working in third sector organisations concerned with advising families about their legal rights and enabling families to have a voice in decisions about their children, young relatives and themselves. She is a founder member of RTB (www.ryantunnardbrown.com), and an associate of YoungMinds, the National Children's Bureau, and Research in Practice. She has conducted several service reviews of child and adolescent mental health services, and has developed and delivered training on child and adult participation in CAMHS planning and evaluation. Recent commissions from the Department of Health, the Department for Children, Schools and Families, the Ministry of Justice and the Youth Justice Board have included a national mapping exercise of needs and interventions in the secure children's estate, a commissioning framework for good practice in delivering mental health services to young people in custodial and secure welfare settings, and a health and social care strategy for children and young people involved with the youth justice system in custodial and community settings.

Angela Underdown is a public health adviser to the NSPCC. Angela originally trained as a health visitor and has a long standing interest in supporting infant mental health within family relationships. Angela has been researching infant massage interventions in the UK and has recently completed a Cochrane systematic review exploring the effects of infant massage on the mental and physical health of infants under six months of age. Angela is working on developing the Warwick Infant and Family Wellbeing Unit, which will provide training and research in innovative evidence-based methods of supporting parenting during pregnancy and the early years to a wide range of early years and primary care practitioners.

Christina Vasiliou Theodore is a senior researcher at the Mental Health Foundation. Christina trained in research methods, statistics and clinical neuropsychology. She began by working with children and young people with learning and behavioural needs and mental health problems, across the mainstream education sector. She then went on to work as a psychologist for Harrow adult mental health services, while undertaking relevant clinical research work. Christina joined the Mental Health Foundation in 2004, where she has been the lead on a number of projects, in collaboration with external key stakeholders, on the mental health and well-being of children and young people. As part of her role, Christina works with Kim Penketh on developing, supporting and promoting young person user involvement in research and practice development. In addition, she provides service evaluation consultancy for voluntary sector organisations across the UK.

Katherine Weare is professor of education at the University of Southampton and a consultant on emotional and social aspects of learning. Originally a teacher, her field is emotional well-being and emotional and social learning, on which she has researched and written extensively. Her recent publications include *Developing the Emotionally Literate School* (Sage), which is one of the leading books on the subject. She has advised the Department for Children, Schools and Families on policy on social and emotional aspects of learning (SEAL) – her report to the Department for Education and Skills on What Works in Promoting Children’s Emotional and Social Competence was a significant catalyst in the development of primary SEAL and she was a key contributor to the writing and development of secondary SEAL. She is currently helping various national and international agencies to develop their education and mental health services. This includes work with the EU to develop an international database of effective mental health programmes for Europe, with the Scottish Executive to develop national policy and practice for mental health, and with the Welsh Assembly to review their National Healthy Schools programme. She has three children aged nine, 13, and 14, who help ground this in reality.

Richard Williams has been a child and adolescent psychiatrist for more than 30 years and a strategic leader in health care service design and delivery for the last 15 years. He is the professor of mental health strategy at the University of Glamorgan, honorary professor of child and adolescent mental health at the University of Central Lancashire, and a consultant child and adolescent psychiatrist with Gwent Healthcare NHS Trust. He is an active clinician. Richard Williams’ research and writing is in health care policy and strategy, service design, clinical governance, modern professionalism and user and carer participation. He is co-editor of a text, published in 2005, on strategic approaches to developing child and adolescent mental health services. Much of his current work is on the psychosocial impacts of adversity, disasters, conflict and terrorism. He is a member of the Department of Health’s Emergency Planning Clinical Leadership Advisory Group, and a member of the UK government’s Committee on the

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Ethical Aspects of Pandemic Influenza. He is advising the UK government and NATO's Joint Medical Committee on psychosocial resiliency and managing the mental health aspects of major incidents of all kinds.

Peter Wilson is a consultant child psychotherapist. Having worked initially as a social worker in England and the US, he trained to be a child psychotherapist in 1967 and qualified in 1971. For the next 20 years he worked in a variety of settings in London, including the Brixton, Hoxton and Camberwell child guidance clinics. He became principal child psychotherapist in Camberwell Health Authority, and senior clinical tutor at the Institute of Psychiatry, Maudsley Hospital Children's Department. Later, he became consultant psychotherapist at the Peper Harow therapeutic community and director of the Brandon Centre, a psychotherapy and counselling centre for young people. From April 1992 until his retirement in February 2004, he was director of YoungMinds, the children's mental health charity, which he co-founded. He has served on numerous committees and inquiries on national developments in child and adolescent mental health provision, and lectured widely. He currently serves as clinical adviser to The Place2Be, a voluntary organisation providing a comprehensive counselling service mostly in primary schools in England and Scotland. He has written numerous papers and chapters in various journals and books. He is the author of *Young Minds in Our Schools*, published by YoungMinds in 2003.

Introduction

Children and young people's mental health matters – it's a truism, but no less true for that. Our healthy mental and emotional development in infancy, childhood and adolescence largely shapes our mental health and well-being throughout our adulthood. Any trauma we experience in our formative years will echo through the rest of our life, and our abilities to handle stressful and traumatic incidents in later life will often depend on the resilience we built up in those first two decades.

Happily, the importance of this period for later mental health is increasingly recognised at government policy-making levels. So we have parenting support programmes to help parents provide their child with an emotionally nurturing environment; we have a national strategy for ending child poverty that should mean fewer children and young people grow up in the adverse circumstances that, as research repeatedly shows, can impact on mental health, and result in reduced capacity to achieve their full potential; and we have initiatives in schools for developing children and young people's emotional literacy and competence.

At the same time, however, there are growing numbers of children and young people who have a diagnosed mental health problem, and need treatment from the specialist child and adolescent mental health services (CAMHS). Not so long ago, children and young people's mental health services operated in a silo, with very little engagement with other services working with their patients – notably, with the education system and children's social services, and with the voluntary sector. To a large extent, this remains true – thus the resolve in the new *Children's Plan* (Department for Children, Schools and Families, 2007), published late in 2007, to review CAMHS, with the aim to ensure greater partnership working with other agencies. To treat children and young people in a bubble, divorced from their family, school and social environments, makes no sense.

Thus, the publication of this handbook. Many professionals and others working with children and young people outside the immediate CAMHS circle need to know about mental health issues, in order both to provide appropriate support to those who are struggling, and to engage with the wider mental health promotion and well-being agenda. This book is intended for that wide range of workers who are specialists in their own fields but would find an introduction to mental health helpful. It is intended too for students and trainees, as a broad introduction to the main issues and current knowledge about children and young people's mental health.

The book is in five parts: an overview of mental health, policies and service structures; infant mental health; children's mental health; adolescent mental health, and diagnoses and treatments. It starts with Mike Shooter's excellent introduction to understanding mental health, mental illness, its causes and the different models of treatment. Paula Lavis then sets out the main policies in England and Wales governing public sector activity related to children and young people's mental

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health. Next, Roger Catchpole examines a crucial feature in today's CAMHS – partnership working, and how the different agencies concerned can be enabled to work together for children and young people's mental health. Finally, in this section, Cathy Street addresses another very crucial issue: how we respond to children and young people from different cultures and minority ethnic groups, and the importance of ensuring services are sensitive to their different needs and circumstances. She emphasises that we must involve children and young people, their families, and their communities more generally in developing and delivering services if they are to be genuinely culturally appropriate.

In part II Jane Barlow and Angela Underdown provide two linked chapters on infant development and parenting support. Using the attachment model, they explain the mechanisms whereby the relationship between parent and infant – the parent's responsiveness to the infant – builds the infant's emotional resilience and ability to relate to others. They go on to describe the range of parenting support programmes that have proved it is possible to turn around the lives both of parent and child, and ensure children grow to achieve their full potential despite adverse early beginnings.

In part III these themes are continued, first in Carly Raby and Sam Raby's discussion of risk and resilience in childhood, and the factors that contribute to a child's ability to survive adversity and challenge both in their early years and in later life. Key to this resilience is the presence of a consistent, supportive mentor figure who can provide positive feedback and nurture the young person's self-esteem and sense of self.

Peter Wilson then describes initiatives in our primary schools that both seek to teach children emotional literacy skills – how to recognise and express their emotions healthily and positively, and respond to others – and to support those who are struggling with emotional distress and behavioural problems. Mary Bunting continues the theme in her chapter on the mental health needs of looked after children, whose repeatedly disrupted lives and lack of a secure, loving family environment have rendered them much more vulnerable to mental health and behavioural difficulties, in childhood and adulthood. She welcomes new government initiatives to improve their life chances as the single most effective way to prevent the disproportionate incidence of mental distress among this group.

Similarly often affected by their environments as well as their special needs are children with learning disabilities, whose mental and emotional health problems may easily be overlooked as an expression of their learning difficulties. Jill Davies and Alison Giraud-Saunders outline the challenges many of them face, and the need for joined-up, multi-agency approaches and equal access to specialist mainstream CAMHS to ensure their needs are accurately identified, understood, and met.

Part IV concerns the mental health of adolescents. It starts with Richard Williams' review of the most recent research into resilience, the factors involved, and the still

unanswered question why some young people, despite massive disadvantage and trauma in their early life, are able to survive, and even flourish on challenge in later life.

Next, Kathryn Pugh describes findings from a YoungMinds project to explore what young people themselves say they find difficult in the key transitional years between childhood and adulthood. Too often young people aged 16–17 fall into a gap between the child and adult services – too old for the former, but too incomprehensible to the latter. She stresses the importance of joint working between the statutory and voluntary sectors, as the voluntary sector is frequently better able to respond to young people's needs because of its greater flexibility and because it may be less intimidating and stigmatising to access. On a similar theme, Christina Vasiliou Theodore and Kim Penketh report on a Mental Health Foundation initiative to support young people's participation in service design and development. The Foundation resourced eight voluntary sector projects to explore mechanisms for consulting with and involving young people in their activities and structures, and this chapter reports on the key findings. They outline the benefits of young people's participation, chief of which is that children and young people are likely to more readily engage with their care and treatment, and so achieve better outcomes. But participation has to be genuine; young people quickly spot tokenist, patronising and empty gestures, they warn.

Next Katherine Weare, who herself played a central part in its development, outlines the government's social and emotional aspects of learning (SEAL) programmes for primary and secondary schools. SEAL is already in place in some two-thirds of primary schools and is, she reports, already having a positive impact on social and emotional learning, behaviour and on pupils' reading and learning outcomes. Secondary SEAL is currently being rolled out, with, it is to be hoped, similar positive effects. She presents the underpinning research that demonstrates conclusively the benefits to all young people, with and without mental health difficulties, and to the school community, of a whole-school approach to promoting mental health and well-being.

Finally in this section, Jo Tunnard addresses the particular, and all-too-often unmet needs of young people who get into trouble with the law and end up in a young offenders institute. Here again is a group of already very troubled young people whose difficulties can be directly linked to their childhood and upbringing, and whose experiences in custody are unlikely to help them recover a place in society and achieve their potential. These young people need intensive support, she writes, including practical support with housing, education, training and employment. Above all, they need consistent support and continuity of care, through custody and following their release.

Part V introduces some of the main mental illnesses as they affect children and young people. These include the classic illnesses of adulthood, such as depression and bipolar disorder and psychosis, whose effects and treatment will be subtly different for age-related reasons, and also disorders that are more likely to affect

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children and young people: attention deficit/hyperactivity disorder (ADHD), eating disorders, and self-harm. These chapters are all written by experts with many years' experience of working with children and young people, some of whom have been involved in drawing up the NICE guideline on their particular area of expertise. Andrew Cotgrove and Tim McDougall outline the identification, diagnosis and current NICE guidance on treatment (with talking treatments and medication) of depression and bipolar disorder. Eric Davis uses his own experiences with the Gloucester Recovery in Psychosis early intervention service to explain the need for a prompt and age-appropriate response to young people when they first experience psychosis. Kapil Sayal tackles the controversial issue of ADHD, acknowledging the contested nature of the diagnosis and summarising current recommended best practice in its psychological and medical treatment. Jude Sellen's chapter on self-harm explores how those working with vulnerable children and young people can be better supported so they can themselves respond in more appropriate ways to those in their care. Telling a young person to stop self-harming will not help; staying alongside them as they work through the experiences and emotions that lead to self-harm is going to be far more effective, but will exact its toll on the worker. They will need not just training but ongoing support and opportunities to explore their own feelings in safety.

Last, Marion Roberts and Janet Treasure summarise the latest research on eating disorders. They report what research tells us about what causes a child or young person to develop an eating disorder, and why they struggle to let it go. They also point to the key role of the family, and ways in which family members can be helped to support the child or young person in their home environment, and so provide a stronger foundation for recovery and continued management of their difficulties.

This book could not hope to be fully comprehensive; undoubtedly there are areas and specialisms we have missed, but we hope it will provide an accessible, interesting and, above all useful introduction to a topic that definitely concerns us all.

Catherine Jackson
Kathryn Hill
Paula Lavis

Reference

Department for Children, Schools and Families (2007) *The Children's Plan: building brighter futures*. London: Department for Children, Schools and Families.