

Topic: Kids Helpline Evidence/research base

Contents

Topic Overview.....	2
Learning intentions.....	2
Lessons.....	2
Kids Helpline: Lesson Overviews	2
Introduction to Kids Helpline & Overview of why young people contact Kids Helpline	2
Help-seeking: barriers and options.....	2
Defining the role of counsellors.....	3
Brain basics: how does counselling work?.....	3
Overcoming barriers to Help-seeking and Practical help-seeking skills	3
Frequently asked questions	4
Question and Answer	4
References	5

Topic Overview

This topic builds students' knowledge on Kids Helpline, the effectiveness of counselling as an intervention, and help-seeking options.

Learning intentions

The learning intentions for this topic includes an understanding of the role of Kids Helpline, understanding the importance of help seeking and knowledge of help-seeking options.

Lessons

- Introduction to Kids Helpline
- Overview of why young people contact Kids Helpline
- Help-seeking: barriers and options
- Defining the role of counsellors
- Brain basics: how does counselling work?
- Practical help-seeking skills
- Frequently asked questions
- Question and Answer

The Kids Helpline session runs for approximately 20 – 30 minutes and has been designed to be interactive. This session can be run as a class sized group or an information session at assembly.

Kids Helpline: Lesson Overviews

Introduction to Kids Helpline & Overview of why young people contact Kids Helpline

These lessons provide students with an understanding of the Kids Helpline service and review the non-identifying data collated by the Kids Helpline counselling service from every contact received by the service (**yourtown**, 2018). The learning intentions for this lesson include an understanding of the services provided by Kids Helpline and knowledge around why young people contact the service.

Help-seeking: barriers and options

There are many barriers that may prevent young people help-seeking, including the perception that no-one can help (Frost, 2016), poor mental health literacy, stigma and a preference for self-reliance (Lawrence et al., 2015; Price & Dalglish, 2013; Gulliver et al., 2010; Wilson, et al., 2002). The learning intentions for this lesson include an understanding of the barriers faced by young people when help seeking and knowledge of alternative help-seeking options that may address/overcome said barriers.

Defining the role of counsellors

This lesson explains the role of counsellors and how they support young people. The learning intentions for this session is an understanding of how counsellors support young people.

Brain basics: how does counselling work?

This lesson is developmentally adapted from triune brain theory (MacLean, 1990) and covers some of the key concepts of neuropsychotherapy to explain how counselling works.

Counselling assists and supports people by:

- Downregulating the stress response (creating a safe place to support a calm, learning environment)
- Addressing lifestyle factors that cause neural rigidity (promoting neural plasticity through exploring alternate perspectives and options and by supporting positive behavioural changes)
- Strengthening neural activation networks (practice/rehearsal of new skills and strategies; repetition strengthens behavioural changes). (Grawe, 2007 & Rossouw, 2014).

The learning intentions for this lesson includes a basic understanding of the brain's stress response and how counselling can be beneficial for students.

Overcoming barriers to Help-seeking and Practical help-seeking skills

This lesson focuses on overcoming barriers to help seeking by demystifying the help-seeking process through role-playing seeking support.

Other ways in which the session helps overcome help-seeking barriers:

- Providing students with a positive first experience of Kids Helpline/counsellors (Gulliver, et al., 2010).
- Providing mental health literacy and help-seeking education (Gulliver, et al., 2010), which includes understanding how counselling works (demystifying the counselling process; Price & Dalglish, 2013)
- De-stigmatising help-seeking (Gulliver, et al., 2010) by normalising help-seeking for mild to moderate interventions
- Promoting engagement-focused connection, rather than problem-focused connection (i.e. inviting young people to connect in a fun way, to build rapport; Emmison & Danby, 2007)
- Giving practical skills and rehearsal of how to ask for help
- Informing young people of help-seeking options (Price & Dalglish, 2013; Carlton & Deane, 2000; Sheffield, Fiorenza & Sofronoff, 2004) and referral to Kids Helpline as a help-seeking option

The learning intentions for this lesson is an understanding of how to seek help and the steps to seek professional support.

Frequently asked questions

This lesson provides the answers to some commonly asked questions. The learning intention for the session is to provide a deeper understanding on both counselling and the role of Kids Helpline.

Question and Answer

This lesson is an opportunity for the class to ask questions.

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