Supporting children’s mental health as schools re-open

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5 to 19 year olds in England

• One in eight (12.8%) 5 to 19 year olds had a mental disorder.

• One in twenty (5.0%) met the criteria for two or more individual mental disorders at the same time.

Source: NHS Digital. 5 to 19 year olds identified with one or more mental disorders, England.
Preschool children (2 to 4 year olds)

- One in eighteen (5.5%) preschool children had a mental disorder.

The prevalence of mental disorders for two to four year-olds in England has been surveyed for the first time so these figures are experimental statistics.

Any disorder in 5 to 15 year olds, 1999 to 2017

![Graph showing percentage of children with mental disorders from 1999 to 2017 for all, boys, and girls.](Image)
Trends in Disorders, 1999 to 2017

Source: NHS Digital. 5 to 15 year olds identified with a mental disorder, England.

Emotional disorders, 1999 to 2017

Source: NHS Digital. 5 to 15 year olds identified with a mental disorder, England.
Prevalence increased with age

Source: HS Digital. 2 to 19 year olds identified with any mental disorder, England.

Differences between boys and girls

Source: NHS Digital. 2 to 19 year olds identified with any mental disorder, England.
Disorder types differed by age

![Bar chart showing percentages of different disorder types across age groups.]

Source: NHS Digital. 2 to 19 year olds identified with a mental disorder, England.

Adjusted analysis found disorder more common among 5-10 year olds if:

<table>
<thead>
<tr>
<th>Any disorder</th>
<th>Emotional disorder</th>
<th>Behavioural disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>Boys</td>
<td></td>
</tr>
<tr>
<td>White ethnicity</td>
<td>White ethnicity</td>
<td></td>
</tr>
<tr>
<td>Unhealthy family functioning</td>
<td>Unhealthy family functioning</td>
<td></td>
</tr>
<tr>
<td>Poor parental mental health</td>
<td>Poor parental mental health</td>
<td>Poor parental mental health</td>
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<tr>
<td>No parental qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cohabit ing / Lone parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step-siblings</td>
<td>Step-siblings</td>
<td></td>
</tr>
<tr>
<td>Low income / disability benefits</td>
<td>Low income / disability benefits</td>
<td></td>
</tr>
<tr>
<td>Midlands, EoE &amp; South vs London</td>
<td>Midlands &amp; EoE vs London</td>
<td></td>
</tr>
<tr>
<td>Rented housing</td>
<td>Rented housing</td>
<td></td>
</tr>
</tbody>
</table>
Adjusted analysis found disorder more common among 11-15 year olds if:

<table>
<thead>
<tr>
<th>Any disorder</th>
<th>Emotional disorder</th>
<th>Behavioural disorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>Boys</td>
<td></td>
</tr>
<tr>
<td>White ethnicity</td>
<td>White ethnicity</td>
<td>White ethnicity</td>
</tr>
<tr>
<td>Unhealthy family functioning</td>
<td>Unhealthy family functioning</td>
<td>Unhealthy family functioning</td>
</tr>
<tr>
<td>Poor parental mental health</td>
<td>Poor parental mental health</td>
<td>Poor parental mental health</td>
</tr>
<tr>
<td>Lone parent</td>
<td>Parent manager / professional</td>
<td></td>
</tr>
</tbody>
</table>

Low income / disability benefits
- Middle vs high income
- Outside London
- Rented housing

“Persistence” of MHCs 1999 & 2004 over 3 years
Predictors of persistence

**Conduct disorder (44%)**
- Intellectual disability
- Rented housing
- Large family
- Parental burden
- Parental SDQ total difficulties score
- SDQ peer relationship problems

**ADHD (44%)**
- SDQ peer relationships problems
- Neurodevelopmental disorder

**Anxiety (26%)**
- SDQ peer relationship problems
- Lower family income
- Parental burden

**Depression (18%)**
- Parental psychological distress
- Parental SDQ total difficulties
- Conduct disorder
- Living in rented housing

Those with mental health conditions are not a totally separate group; most are likely to cope well
Post Lockdown?

(Pierce et al., in press Lancet Psychiatry)

- April 2020, the UK Household Longitudinal Study administered a Covid-19 web questionnaire to adults (16+) in 42,000 households
- Data from the Covid web-survey participants were linked with responses from the same participants to waves 6-9 (2015-2019)
- Young people, women, low SES all increased above temporal trend

COSPACE study (Cresswell & Waite)

Increased behavioural disturbance among children

Anxiety amongst adolescents
Exclusion in 2007 according to psychiatric disorder in 2004 among 5-16 year olds

Adjusted for:
age, gender, social class, neighbourhood deprivation, ethnicity, general health (parent), learning disability, mothers highest education, baseline total difficulties score SDQ

Parent SDQ total difficulties score trajectories (3-16 years) of those excluded from school by eight years in ALSPAC
The strong cross sectional association between emotional disorder and attendance at school is moderated by age.

BCAMHS 2004
Vulnerable groups to consider

Those with pre-existing mental health conditions may have felt better at home

- Anxiety / depression may reduce attendance

Those with adverse experience

- Infection – may have neuropsychiatric effects and trauma
- Bereavement
- Financial strain

Those with SEND

- ASC will struggle with change

https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/

- Know and understand your pupils and their influences
- Teach learning behaviours alongside the management of misbehaviour
- Use classroom management strategies to support good classroom behaviour
- Use simple approaches as part of your routine
- Use targeted approaches to meet the needs of individuals in your school
- Consistency is key
Factors that influence mental health and schools’ role

<table>
<thead>
<tr>
<th>Manage directly</th>
<th>Identify &amp; influence</th>
<th>To be aware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationships in school</td>
<td>Relationships out of school</td>
<td>Home life</td>
</tr>
<tr>
<td>Teaching and learning environment</td>
<td>Home life</td>
<td>Culture</td>
</tr>
<tr>
<td>School organisation</td>
<td>Stress levels and coping skills</td>
<td></td>
</tr>
<tr>
<td>Attitudes and self-concept</td>
<td>Behaviour out of school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cognitive ability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td></td>
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<tr>
<td></td>
<td>Out of school social support</td>
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</tr>
</tbody>
</table>
**Behaviour is strongly related to mental health**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Know and understand your pupils and their influences</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Teach learning behaviours alongside managing misbehaviour</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Use classroom management strategies to support good classroom behaviour</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Use simple approaches as part of your regular routine</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>Use targeted approaches to meet the needs of individuals in your school</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>Consistency is key</td>
<td>32</td>
</tr>
</tbody>
</table>

**The Incredible Years® Teacher Classroom Management (TCM) Programme**

Operant conditioning
- Children's behaviour influenced by attention, rewards and incentives

Bandura's modelling and self-efficacy theories
- Live and video modelling
- Rehearsal
- Self-management
- Cognitive self-control and self-reflection

Bowlby's attachment theory
- Importance of warm and nurturing relationships in children's development
- Building teacher-child relationships through social and emotional coaching, praise and incentives
### Content of the Incredible Years® Teacher Classroom Management (TCM) Programme

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop 1</td>
<td>Building positive relationships with students and the proactive teacher</td>
</tr>
<tr>
<td>Workshop 2</td>
<td>Teacher attention, coaching, encouragement and praise</td>
</tr>
<tr>
<td>Workshop 3</td>
<td>Motivating students through incentives</td>
</tr>
<tr>
<td>Workshop 4</td>
<td>Decreasing inappropriate behaviour – ignoring and redirecting</td>
</tr>
<tr>
<td>Workshop 5</td>
<td>Decreasing inappropriate behaviour – follow through with consequences</td>
</tr>
<tr>
<td>Workshop 6</td>
<td>Emotional regulation, social skills and problem solving training</td>
</tr>
</tbody>
</table>

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#### Diagram: Improvements of Classroom Behaviours

- **Classroom**: Improved classroom management with positive social skills and problem solving training.
- **Student**: Improved self-esteem, happiness, focus and emotional regulation.
- **Home**: Improved family relationships and home environment.
- **School**: Improved schoolwide behaviour and attendance.
- **Society**: Improved community outcomes.

#### Workshop 1: Building positive relationships with students and the proactive teacher

- **Module 1**: Introduction to building positive relationships.
- **Module 2**: Strategies for addressing challenging behaviour.
- **Module 3**: Implementing proactive strategies in the classroom.

#### Workshop 2: Teacher attention, coaching, encouragement and praise

- **Module 1**: Understanding the role of teacher attention.
- **Module 2**: Techniques for providing effective coaching.
- **Module 3**: Encouraging positive behaviour through praise.

#### Workshop 3: Motivating students through incentives

- **Module 1**: Understanding the role of incentives.
- **Module 2**: Developing effective incentive programs.
- **Module 3**: Evaluating the impact of incentives on student behaviour.

#### Workshop 4: Decreasing inappropriate behaviour – ignoring and redirecting

- **Module 1**: Understanding the role of ignoring and redirecting.
- **Module 2**: Implementing strategies for ignoring inappropriate behaviour.
- **Module 3**: Redirecting students to positive behaviour.

#### Workshop 5: Decreasing inappropriate behaviour – follow through with consequences

- **Module 1**: Understanding the role of follow-through.
- **Module 2**: Developing effective consequence programs.
- **Module 3**: Evaluating the impact of consequences on student behaviour.

#### Workshop 6: Emotional regulation, social skills and problem solving training

- **Module 1**: Understanding the role of emotional regulation.
- **Module 2**: Developing effective social skills training programs.
- **Module 3**: Implementing problem solving strategies in the classroom.
Mean SDQ total difficulties scores at pre-intervention, post-intervention and longer-term follow-up

<table>
<thead>
<tr>
<th></th>
<th>TEACHER-REPORT (N=740)</th>
<th>PARENT-REPORT (N=362)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>t</td>
</tr>
<tr>
<td>Pre-intervention</td>
<td>14.42 (7.18)</td>
<td>-</td>
</tr>
<tr>
<td>Post-intervention</td>
<td>11.09 (6.93)</td>
<td>13.78</td>
</tr>
<tr>
<td>Follow-up</td>
<td>11.27 (7.27)</td>
<td>11.92</td>
</tr>
</tbody>
</table>

Predictive Margins of group with 95% CIs
Useful information

- https://www.minded.org.uk/
- https://www.acamh.org/learning/
- https://www.rcpsych.ac.uk/mental-health/parents-and-young-people
- https://www.mentallyhealthyschools.org.uk/
References


- Parker, C., Paget, A., Ford, T., & Gwernan-Jones, R. (2016). 'I was excluded for the kind of behaviour that we thought he needed support with...A qualitative analysis of the experiences and perspectives of parents whose children have been excluded from school. Emotional and Behavioural Difficulties, 21(1), 133-151.


