

Supporting children's mental health as schools re-open

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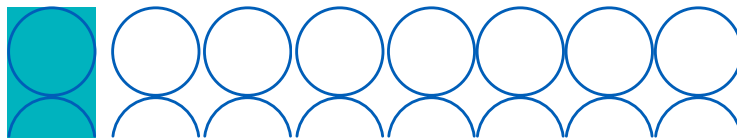
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5 to 19 year olds in England

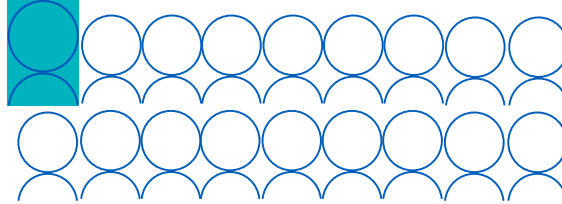
- **One in eight** (12.8%) 5 to 19 year olds had a mental disorder.



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

Preschool children (2 to 4 year olds)

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

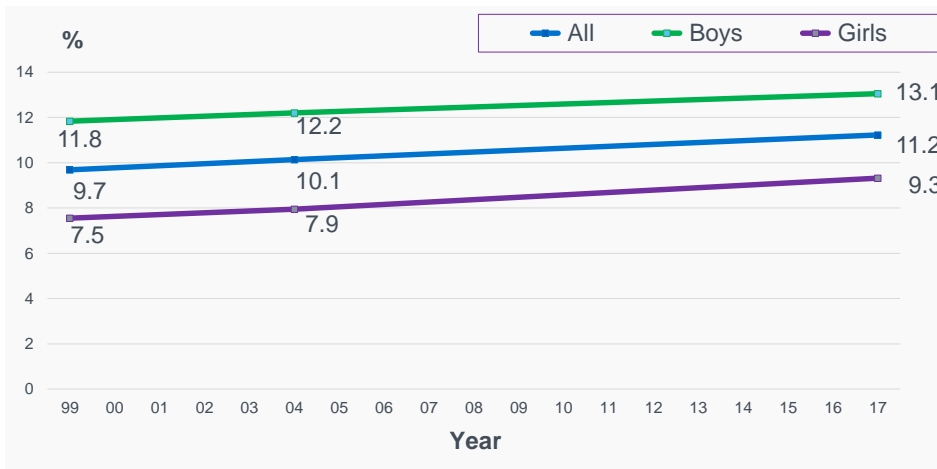


The prevalence of mental disorders for two to four year-olds in England has been surveyed for the first time so **these figures are experimental statistics.**



Source: NHS Digital. 5 to 19 year olds identified with one or more mental disorders, England.
Source: NHS Digital. 2 to 4 year olds identified with any mental disorder, England.

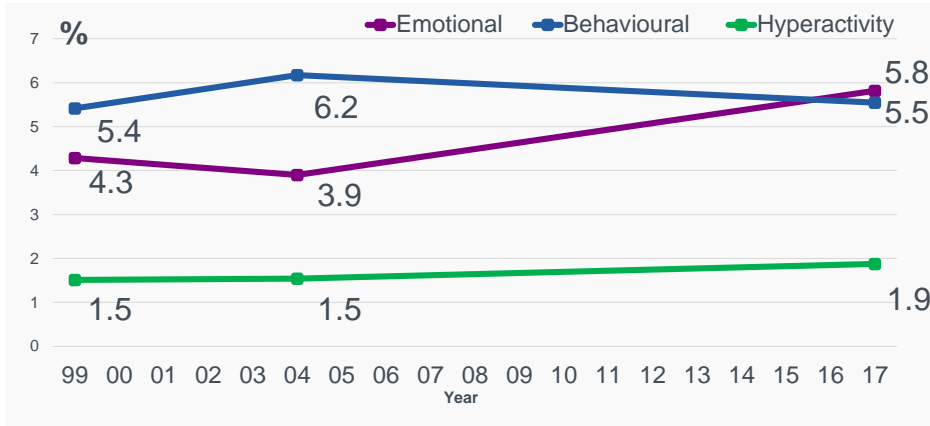
Any disorder in 5 to 15 year olds, 1999 to 2017



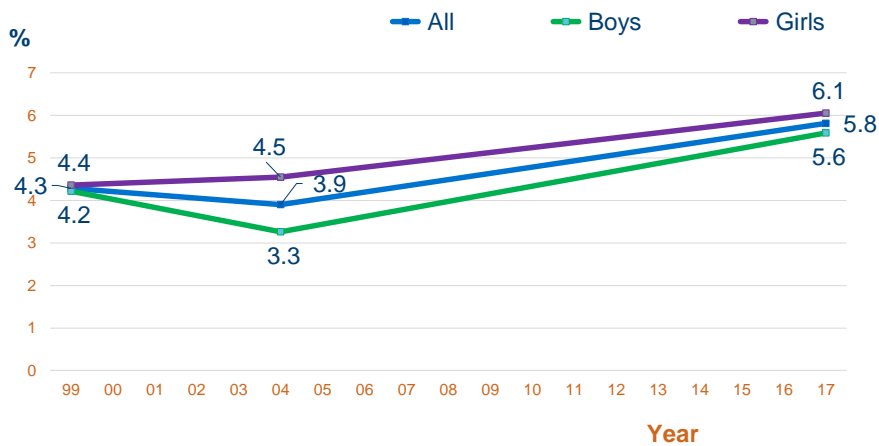
Source: NHS Digital. 5 to 15 year olds identified with a mental disorder, England.

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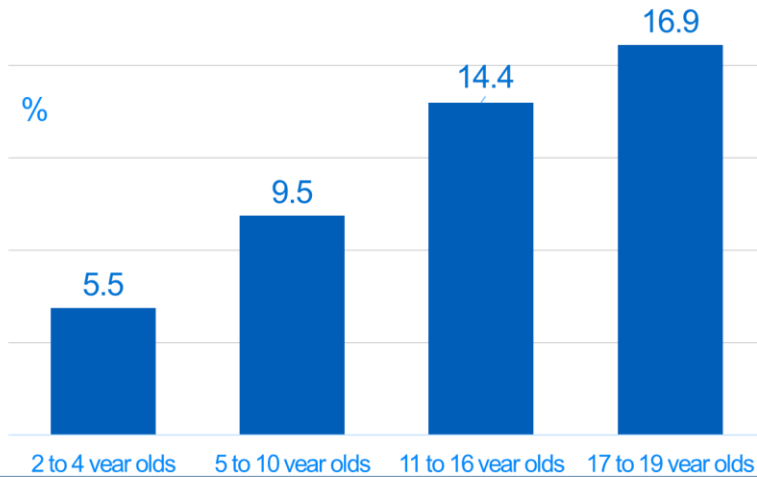
Trends in Disorders, 1999 to 2017



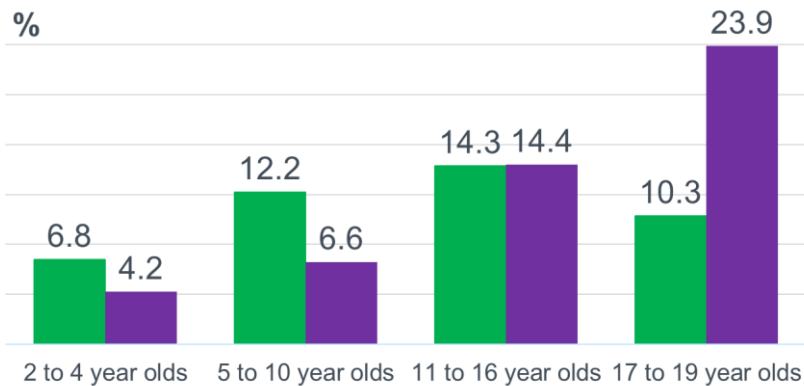
Emotional disorders, 1999 to 2017



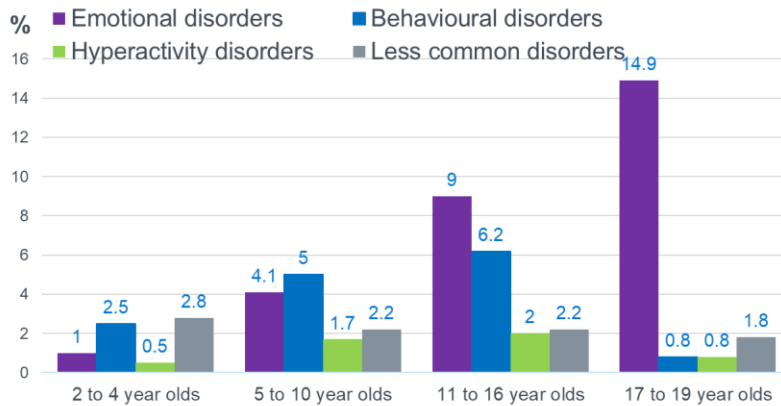
Prevalence increased with age



Differences between boys and girls



Disorder types differed by age



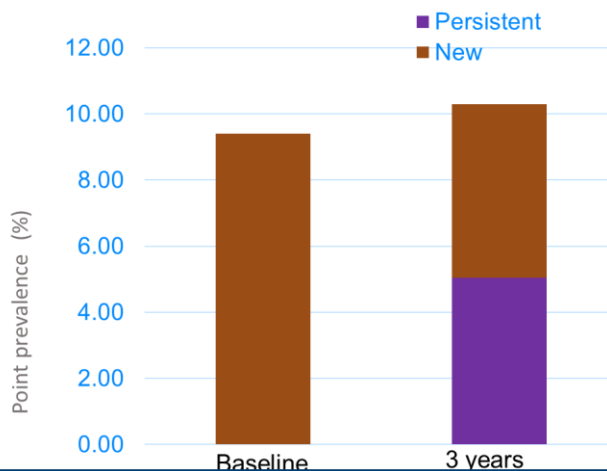
Adjusted analysis found disorder more common among 5-10 year olds if:

Any disorder	Emotional disorder	Behavioural disorder
Boys		Boys
White ethnicity		White ethnicity
Unhealthy family functioning		Unhealthy family functioning
Poor parental mental health	Poor parental mental health	Poor parental mental health
No parental qualifications		
Cohabiting / Lone parent		
Step-siblings		Step-siblings
Low income / disability benefits		Low income / disability benefits
Midlands, EoE & South vs London		Midlands & EoE vs London
Rented housing		Rented housing

Adjusted analysis found disorder more common among 11-15 year olds if:

Any disorder	Emotional disorder	Behavioural disorder
	Girls	Boys
White ethnicity	White ethnicity	White ethnicity
Unhealthy family functioning	Unhealthy family functioning	Unhealthy family functioning
Poor parental mental health	Poor parental mental health	Poor parental mental health
Lone parent		
	Parent manager / professional	
Low income / disability benefits		Low income / disability benefits
Middle vs high income		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%)

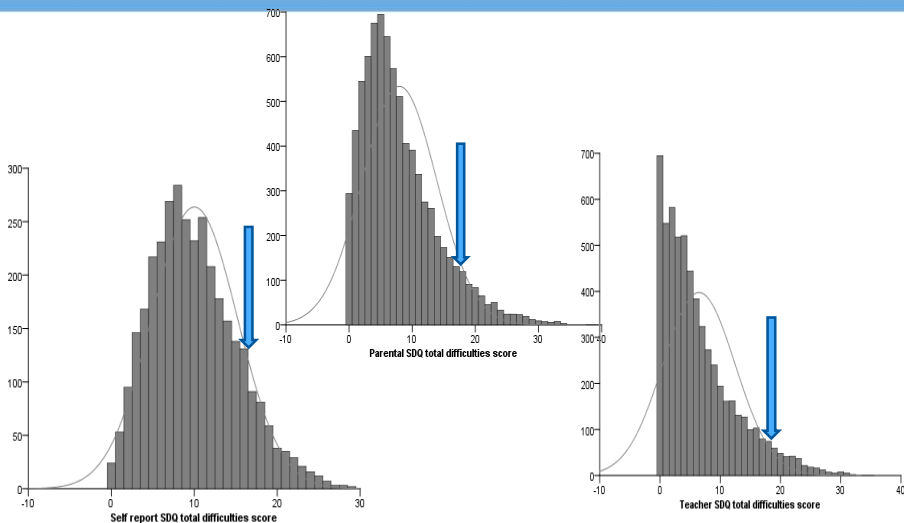
- SDQ peer relationship problems
- Lower family income
- Parental burden

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?

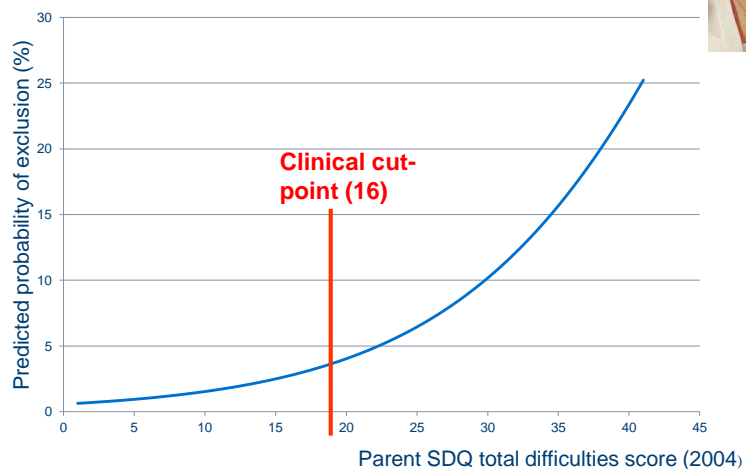
(Pierce et al., in press Lancet Psychiatry)

- 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

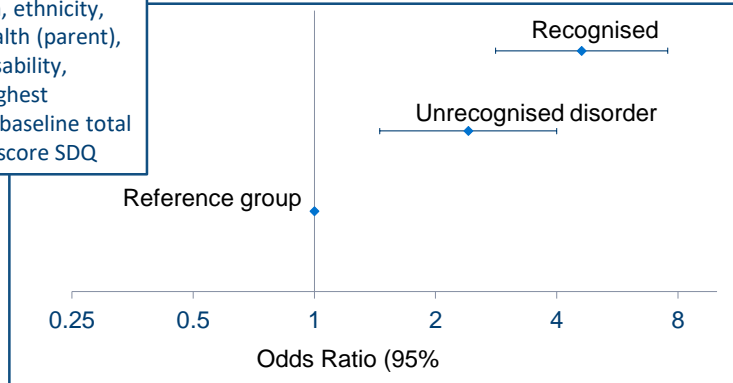
Anxiety amongst adolescents



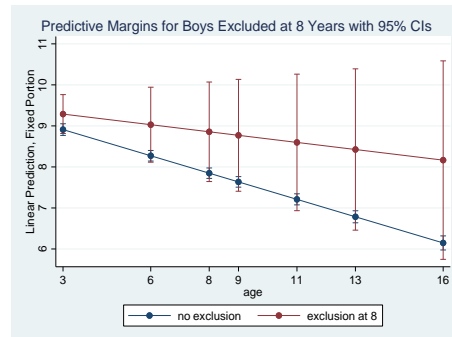
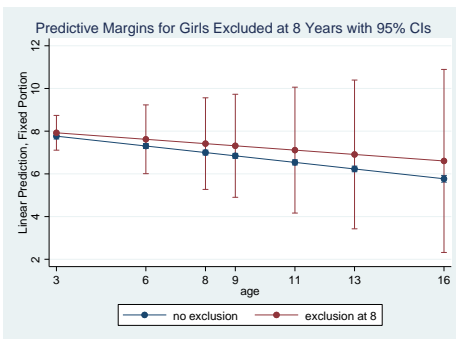
Exclusion in 2007 according to psychiatric disorder in 2004 among 5-16 year olds

Adjusted for:

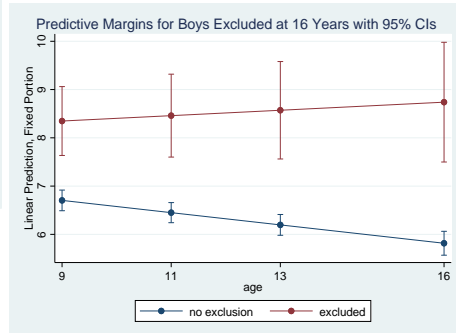
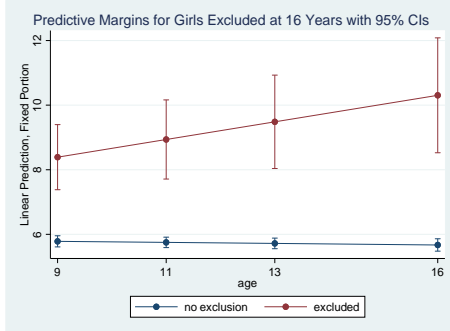
age, gender, social class, neighbourhood deprivation, ethnicity, general health (parent), learning disability, mothers highest education, baseline total difficulties score SDQ



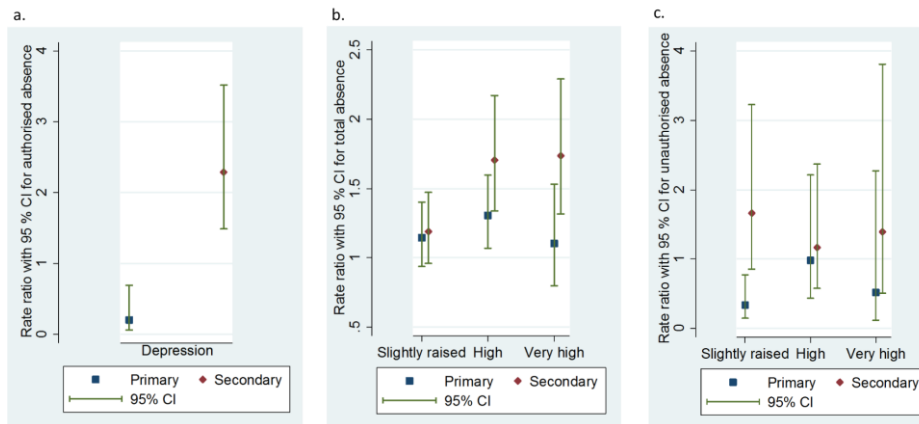
Parent SDQ total difficulties score trajectories (3-16 years) of those excluded from school by eight years in ALSPAC



Parent SDQ total difficulties score trajectories (3-16 years) of those excluded from school by sixteen 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

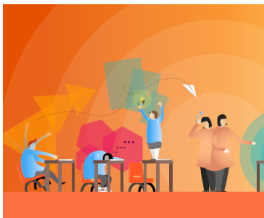
- ASC will struggle with change



IMPROVING BEHAVIOUR IN SCHOOLS

Guidance Report

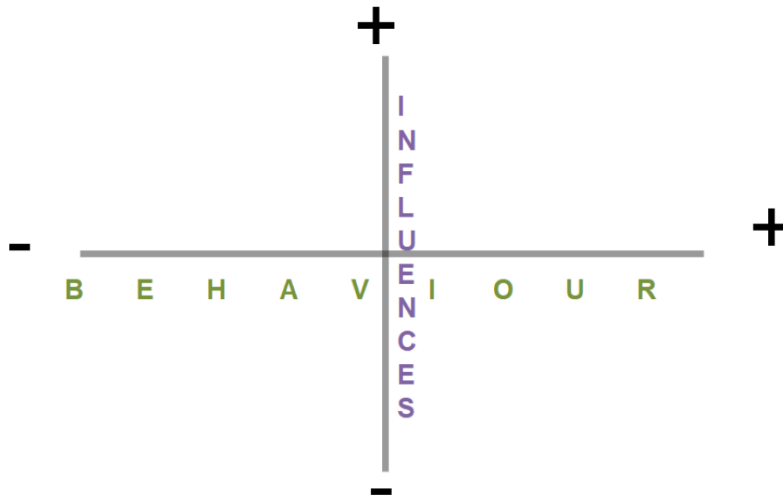
<https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>



- 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



Behaviour & Influence



Factors that influence mental health and schools' role

Manage directly	Identify & influence	To be aware
Relationships in school	Relationships out of school	Home life
Teaching and learning environment	Home life	Culture
School organisation	Stress levels and coping skills	
Attitudes and self-concept	Behaviour out of school	
	Cognitive ability	
	Nutrition	
	Out of school social support	

Behaviour is strongly related to mental health

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

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



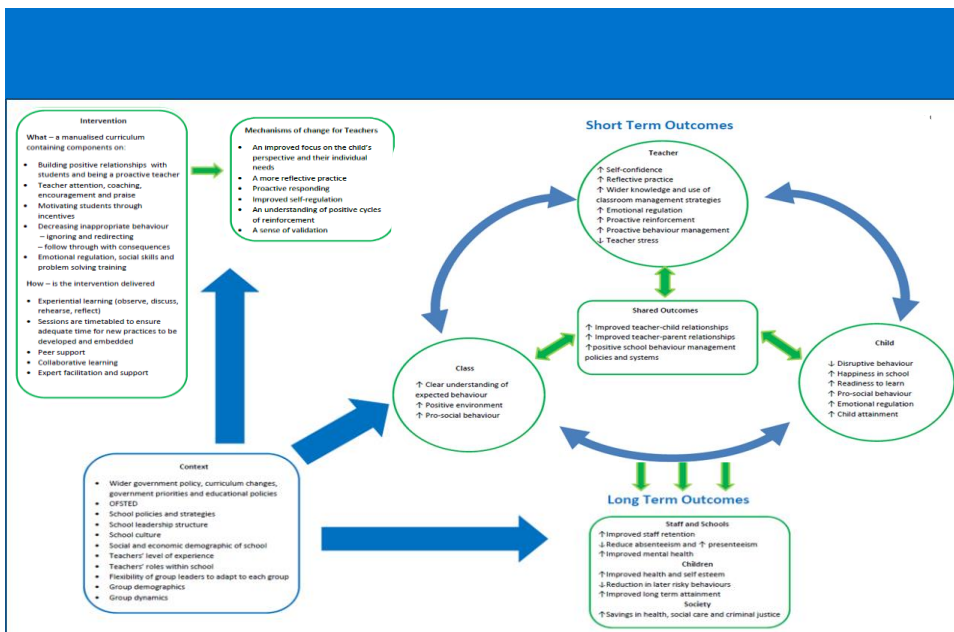
Bowlby's attachment theory

- * 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

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

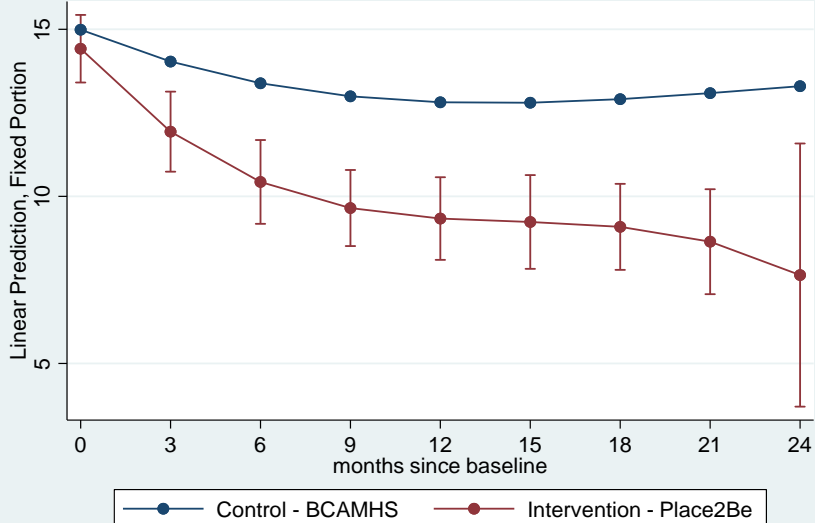


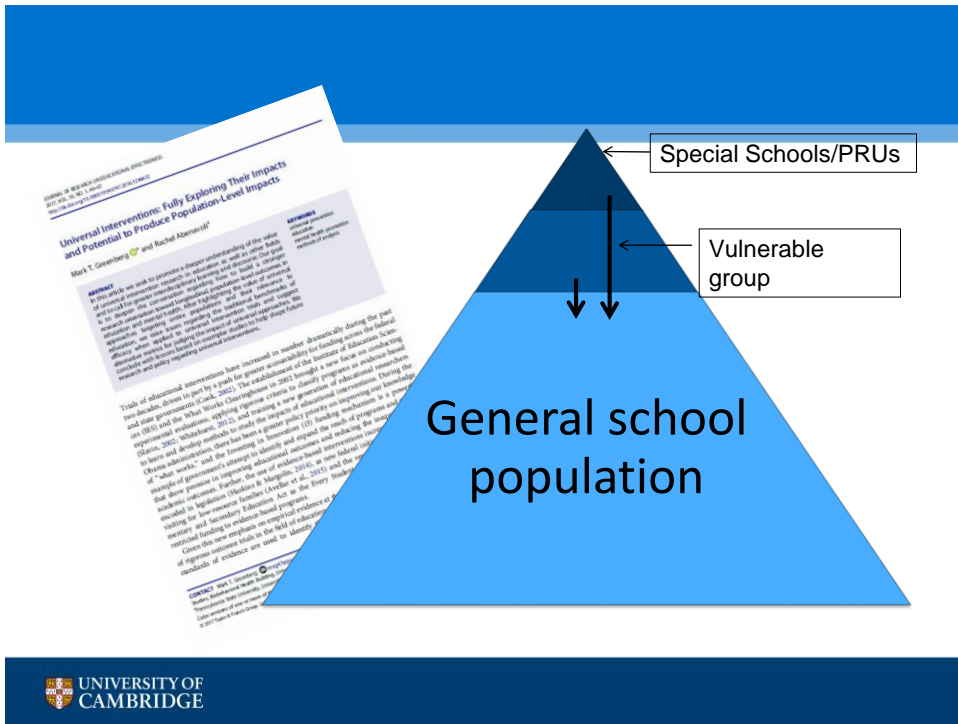
Mean SDQ total difficulties scores at pre-intervention, post-intervention and longer-term follow-up



	TEACHER-REPORT (N=740)			PARENT-REPORT (N=362)		
	Mean (SD)	t	p-value	Mean (SD)	t	p-value
Pre-intervention	14.42 (7.18)	-	-	15.64 (6.49)	-	-
Post-intervention	11.09 (6.93)	13.78	<.001	11.90 (6.78)	11.29	<.001
Follow-up	11.27 (7.27)	11.92	<.001	11.32 (7.19)	11.40	<.001

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/>
- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-behaviour-in-schools/>
- CYP mental health survey 2017 <https://digital.nhs.uk/data-and-information/areas-of-interest/public-health/national-study-of-health-and-wellbeing-children-and-young-people>

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