Mental Health Conditions in Young People

With Professor Barry Carpenter & Professor Mina Fazel
Today’s learning objectives

- Find out what the latest data tells us about the prevalence of common mental health conditions in children & young people, highlighting shifts in some of the trends
- Build knowledge around some of the key themes and risks driving the prevalence of common mental health conditions
- Provide an overview of the principles to better identify and support children and young people who have difficulties with their mental health
POLL: Which type of school are you representing this evening?
Mental Health Conditions in Young People: Prevalence, Shifts & Support

Professor Mina Fazel
Oxford University
Mental health conditions in young people

Prevalence, shifts and support

Mina Fazel
Professor of Adolescent Psychiatry,
University of Oxford
Consultant in Child and Adolescent Psychiatry
Children’s Psychological Medicine, Oxford University Hospitals
Interactional Approach to Child Development

- Teachers
- Curriculum
- Environment
The Mental Health Crisis in school-aged-children
Concerning trends

Base: 6 to 19 year olds

- Complex area with significant gaps in understanding

- Therapeutic processes dominated by individualistic approaches BUT the likely answers lies in addressing multiple stressors in a systemic manner
Overall, children (aged 4-10) have had greater changes in levels of mental health difficulties throughout the pandemic; levels of difficulties among adolescents (aged 11-16) have been more stable. The pattern of adolescent self-reported mental health is consistent with parent/carer reports.

Take part here: www.cospaceoxford.org/takepart
Co-space study

One year into the pandemic...Children and young people from certain households continue to show elevated mental health symptoms

Take part here: www.cospaceoxford.org/takepart
POLL: What is the most common mental health problem affecting school-aged children?
OxWell Survey details

- 350 questions; 2021: >30k students in 180 schools
- Completed at school: Years 5-13
- Summary report for each school and all can access data portal
- Broad focus on mental health, risk behaviours and experience of school
- Across Bucks, Berks, Liverpool, Milton Keynes, Oxfordshire
- Close relationship with Local Authority - all work as partners, build intervention platform
- Special educational provision
Wellbeing and Mental Health
Picture is complex: Happier in lockdown? - data from the 1st lockdown

(1) Change in happiness during lockdown

<table>
<thead>
<tr>
<th></th>
<th>Worse</th>
<th>The Same</th>
<th>Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>n</td>
<td>5743</td>
<td>5581</td>
<td>5616</td>
</tr>
</tbody>
</table>

(2) Frequency of school attendance during lockdown by reported change in happiness

<table>
<thead>
<tr>
<th>Report of change in happiness</th>
<th>Not at all</th>
<th>Once or twice</th>
<th>Sometimes</th>
<th>Most days</th>
<th>Everyday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worse</td>
<td>32.7%</td>
<td>39%</td>
<td>35.7%</td>
<td>33%</td>
<td>32%</td>
</tr>
<tr>
<td>The Same</td>
<td>33.5%</td>
<td>30.8%</td>
<td>29%</td>
<td>34.7%</td>
<td>39.2%</td>
</tr>
<tr>
<td>Better</td>
<td>33.8%</td>
<td>30.2%</td>
<td>35.3%</td>
<td>32.2%</td>
<td>28.8%</td>
</tr>
</tbody>
</table>
Loneliness

How often do you feel lonely:
Worries

To what extent do you worry about the following topics:
My appearance
(how I look and what I wear)
Doing well at school

School worry by gender

School worry by year group
The climate/environment

Climate worry by gender

Climate worry by year group
Having enough money to pay for food or living costs

Food worry by gender

Food worry by year group

Not worried
 Worried
 Extremely worried

Percent

Male
 Female
 Other

Year Group

0

5

10

11

www.acamh.org

www.acamh.org
Social Media and Gaming

How many hours a day do you usually spend on...
Bullying
Been bullied in the past year:
- **No/Once or twice**
- **Sometimes**
- **Often**

Year Group | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13
---|---|---|---|---|---|---|---|---|---
Percent | 86 | 89 | 91 | 92 | 92 | 94 | 92 | 98 | 94

- Year 5: 9% Often, 6% Sometimes, 86% No/Once or twice
- Year 6: 6% Often, 6% Sometimes, 89% No/Once or twice
- Year 7: 6% Often, 6% Sometimes, 91% No/Once or twice
- Year 8: 9% Often, 92% No/Once or twice
- Year 9: 9% Often, 92% No/Once or twice
- Year 10: 9% Often, 94% No/Once or twice
- Year 11: 11% Often, 92% No/Once or twice
- Year 12: 12% Often, 98% No/Once or twice
- Year 13: 13% Often, 94% No/Once or twice
Mental health support

Is it easy to access mental health support at school/college?
Who provides mental health support in your school/college?
School-based mental health interventions

Who gives the treatment?

Internal:
- Peers
- Pastoral support staff
- Teachers
- School counsellors
- School nurse
- Third sector and charities
- EMHP

External:
- Mental health service

To whom?
- Whole school
- Classroom
- Pupils at risk
- Diagnosed pupils
- Parents

What treatment?
- CBT
- Mindfulness
- Behavioural intervention
- Art therapy
- Counselling
- Medication
- Parenting skills

Consent?

Confidentiality

Evidence-base

Whose responsibility?

Important systemic issues
POLL: Why might a student who feels they need mental health support not seek this support?
Why didn’t you access support?

- Didn’t want parents to know: 62
- Didn’t want teachers/school staff to know: 44
- Don’t like to talk to strangers: 43
- Didn’t know who to ask: 40
- Didn’t want other young people to know: 36
- Other: 30
- Long waiting lists: 7

N=2182
Concentration post lockdown
Ability to concentrate compared to before pandemic:

- **More Difficult**
- **Same**
- **Easier**

<table>
<thead>
<tr>
<th>Year Group</th>
<th>More Difficult</th>
<th>Same</th>
<th>Easier</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>31</td>
<td>38</td>
<td>39</td>
</tr>
<tr>
<td>6</td>
<td>36</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>7</td>
<td>38</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>37</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>42</td>
<td>37</td>
<td>21</td>
</tr>
<tr>
<td>10</td>
<td>48</td>
<td>35</td>
<td>17</td>
</tr>
<tr>
<td>11</td>
<td>40</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>32</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>46</td>
<td>32</td>
<td>22</td>
</tr>
</tbody>
</table>
Sleep
The example of sleep
Increase sleeping disorders in children and youth

- High incidence of sleep disorders
- Potential sleep interventions exist but urgent need to improve evidence base
- Schools optimal location to deliver mental health interventions

Figure 1.7a: Percentage of children with sleep problems on three or more nights of the previous seven, by mental health of child and age, 2021

<table>
<thead>
<tr>
<th>Base: 6 to 16 year olds</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlikely to have a disorder</td>
<td>20.4</td>
</tr>
<tr>
<td>Possible disorder</td>
<td>37.2</td>
</tr>
<tr>
<td>Probable disorder</td>
<td>59.5</td>
</tr>
<tr>
<td></td>
<td>74.2</td>
</tr>
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</table>

Source: NHS Digital
Self-harm—school years 8-13

2021: 6.7% within last month
### Sources of support following self-harm: family and informal networks (n=1452)

<table>
<thead>
<tr>
<th>Source of Support</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No-one</td>
<td>40</td>
</tr>
<tr>
<td>Parent/carer</td>
<td>25</td>
</tr>
<tr>
<td>Sibling</td>
<td>8</td>
</tr>
<tr>
<td>Other...</td>
<td>4</td>
</tr>
<tr>
<td>Friends</td>
<td>36</td>
</tr>
</tbody>
</table>

**Bar chart:**
- **No-one:**
  - Not helpful: 0%
  - Just about: 20%
  - Helpful: 40%
  - Missing: 40%
- **Parent/carer:**
  - Not helpful: 20%
  - Just about: 40%
  - Helpful: 20%
  - Missing: 20%
- **Sibling:**
  - Not helpful: 0%
  - Just about: 100%
- **Other family:**
  - Not helpful: 0%
  - Just about: 100%
- **Friends:**
  - Not helpful: 0%
  - Just about: 100%
Sources of support following self-harm 2: formal services

- School
- CAMHS
- GP
- Social worker
- Psychologist/psychiatrist

Graph showing percentage of helpfulness for each source of support:

- School: 14%
- CAMHS: 13%
- GP: 8%
- Social worker: 4%
- Psychologist/psychiatrist: 11%
Sources of support following self-harm 3: informal services

- Phone helpline
- Drop-in advice centre
- Website or online forum

Source of support

Percent

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<tr>
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<tr>
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<td>Drop-in advice centre</td>
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<tr>
<td>Website or online forum</td>
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Sharing findings

Insta
Posters
tiktok
Nervous around injections?
Ways to make getting the vaccine as stress free as possible.

Before:
- Keep yourself busy before the appointment and don’t forget to eat.
- Take your favourite book to read or some good music to listen to.
- You can take a friend with you to get the vaccine.

During:
- Let the person who is giving you the jab know if you’re feeling a bit nervous.
- Tense and relax your arm muscle before you get injected.
- Count slowly down from 20, this will help as a distraction, hopefully by the time you get to 0, the jab will be done.

After:
- You might have to wait 15 minutes afterwards, so pack a snack or a drink as a treat while you wait.
- After getting back from your vaccine, plan something nice for yourself as a reward: a relaxing bath, your favourite take away or a good film.

The data provided on this poster was compiled from the 2021 OxWell survey that 180 schools and over 30,000 students participated in.
**Sleep**

More than 1 in 5 students in years 5-13 are too worried to sleep.

**Tips for better sleep:**
- Try reading or doing something offline in the hour before going to bed.
- Avoid daytime naps, and keep a regular sleep schedule.
- Try to do some exercise in the day as being physically tired helps.
- Create a calming atmosphere by playing soft music or white noise.

Most secondary students are gaming or on social media just before they want to sleep.

Websites with more information:
- [https://www.mentalhealth.org.uk/publications/how-sleep-better](https://www.mentalhealth.org.uk/publications/how-sleep-better)
- [https://www.nhs.uk/live-well/sleep-and-tiredness/sleep-tips-for-teenagers/](https://www.nhs.uk/live-well/sleep-and-tiredness/sleep-tips-for-teenagers/)

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**2021 OxWell Survey**

**Top 10 facts**

**Mental Health:**
Nearly 1 in 5 students are experiencing significant mental health difficulties and many find it difficult to get help.

**Appearance:**
Most students are worried about how they look.

**Gaming:**
Nearly half of all students spend 4-9 hours playing games on their computers or gaming devices.

**Concentration:**
Half of six formers find it more difficult to concentrate now than before lockdown.

**Loneliness:**
Around 1 in 5 students often feel lonely.

**Bullying:**
1 in 12 year 9 students said that they have been bullied in the past year.

**Social Media:**
A third of students are spending over 4 hours on social networking sites.

**Money:**
Around 1 in 5 of all secondary students are worried about having enough money to pay for food or living costs.

**Sleep:**
Over a third of year 12 students often feel too worried to sleep.

**Exercise:**
More than half of respondents are exercising more now than before the first lockdown.

The data provided on this poster was compiled from the 2021 OxWell survey that 180 schools and over 30,000 students participated in.
Conclusions

- Focus on the whole system
- Mental health picture
- How to intervene
- Evidence-base
Taking our Mental Health in Schools initiative forward

Ask the Expert
- Knowledge transfer
- Research informed
- Evidence-based

Pedagogy in Practice
- Child centred
- Learning-focused
- Statutory requirements
- Innovative practice & teaching
- Whole school approach
Our ambition in the medium term is to develop 2 webinars for each topic:

- Ask the Expert – knowledge transfer
- Pedagogy in Practice - developed in partnership with Chartered College
Pedagogy in Practice
Topic: Sleep

3.45pm on 17th May 2022