5 Steps to Mental Health and Wellbeing: Understanding Need

The seminar will begin shortly.

If you are tweeting, please tag us @AFNCCF and use the hashtag #5Steps

19th November 2020

5 Steps to Mental Health and Wellbeing: Understanding Need

#5steps

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Anna Freud
National Centre for
Children and Families

Welcome

5 Steps to Mental Health and Wellbeing: Understanding Need

Speakers:

- Professor Jess Deighton – Professor of Child Mental Health and Wellbeing, UCL; Director of Innovation Evaluation and Dissemination, AFNCCF; Director of Evidence Based Practice Unit, UCL & AFNCCF
- Nick Tait – Programme Manager, CORC
- Dr Rebecca Somerfield - Deputy Head, Walsall Academy

Chair:

- Jaime Smith – Director of Mental health and Wellbeing in Schools programme, AFNCCF

#5Steps

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The 5 Steps Framework

Select a step to find out more or explore the full framework at annafreud.org/5steps

Timetable

Time	Details
16:30-16:35	Introduction - Jaime Smith – Anna Freud Centre
16:35-17:05	Presentation - Professor Jess Deighton – Anna Freud Centre, EBPU and UCL
17:05-17:20	Presentation - Nick Tait - CORC
17:20-17:35	Presentation - Dr Rebecca Somerfield - Deputy Head, Walsall Academy
17:35-18:00	Q&A
18:00	Closing remarks from Jaime Smith

Future seminars

The following seminars are also now open for booking:

- 7th January 2021 - *5 Steps to Mental Health and Wellbeing: Supporting Staff*
- 4th March 2021 - *5 Steps to Mental Health and Wellbeing: Promoting Wellbeing*
- 29th April 2021 - *5 Steps to Mental Health and Wellbeing: Working Together*

#5steps

@AFNCCF

Join our free Schools in Mind network

Our free network for school staff and allied professionals shares:

- Practical, academic and clinical expertise regarding the wellbeing and mental health issues that affect schools.
- Up-to-date and accessible information and resources to support the mental health and wellbeing of the children and young people in their care.

www.annafreud.org/schoolsinmind

EBPU
Evidence Based Practice Unit

A partnership of

UCL

Anna Freud
National Centre for Children and Families

19th November 2020

Understanding Need: what does research tell us?

Jessica Deighton

Overview

Need across the population

Need in children and young people

What increases need?

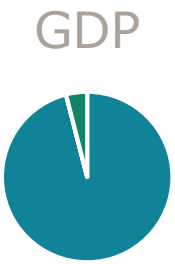
How has the pandemic affected this picture?

Where do we go from here?

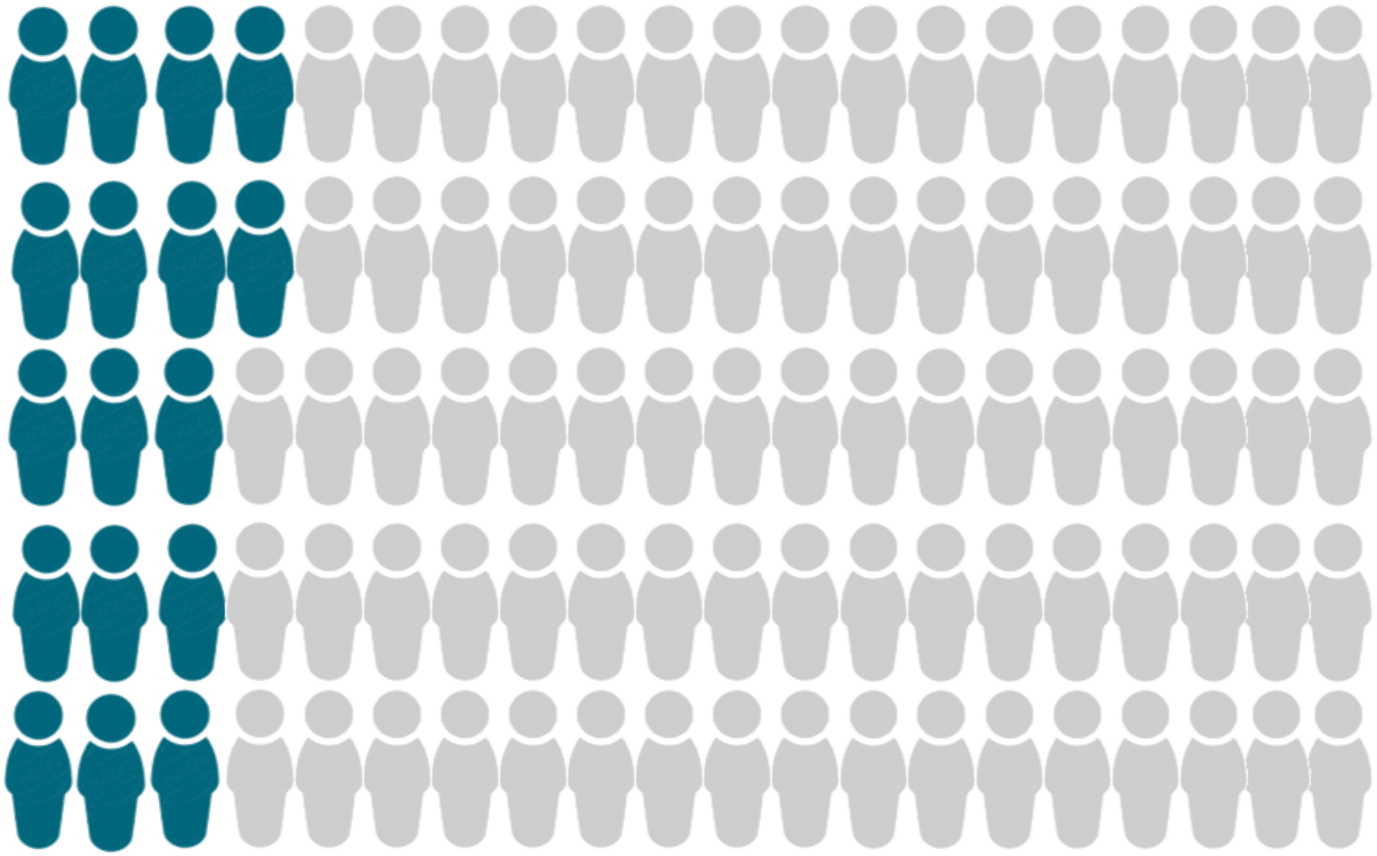
What do we know about need?

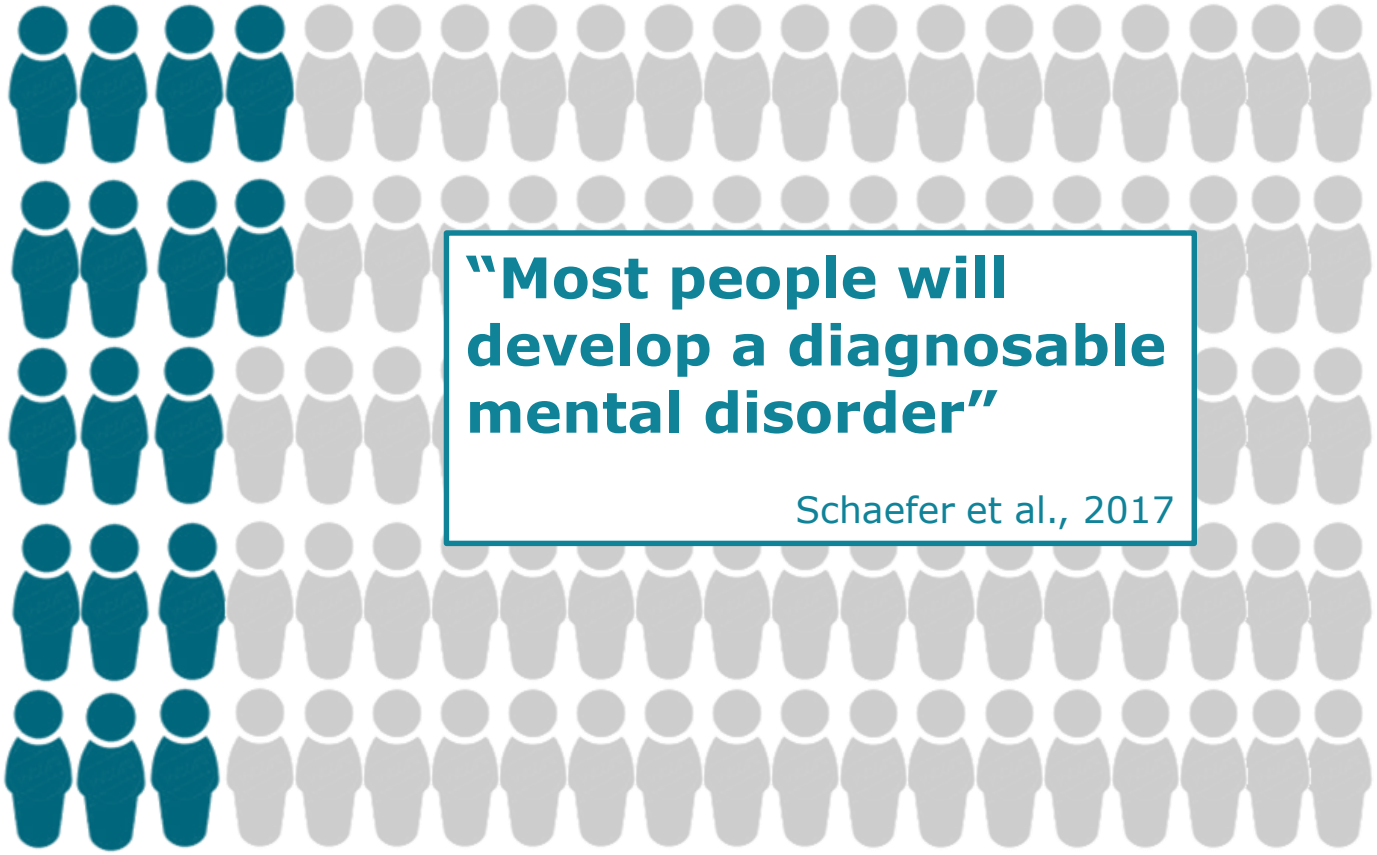
- Around 1/4 - 1/6 adults experience mental health problems

- 50% of all adult mental health problems begin before the age of 15

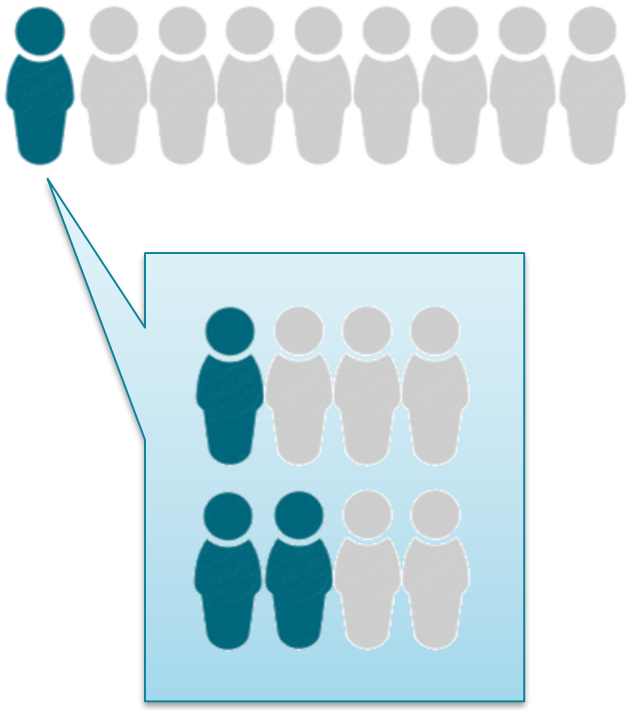


- Economic cost in UK of £94bn each year




"Most people will develop a diagnosable mental disorder"
Schaefer et al., 2017

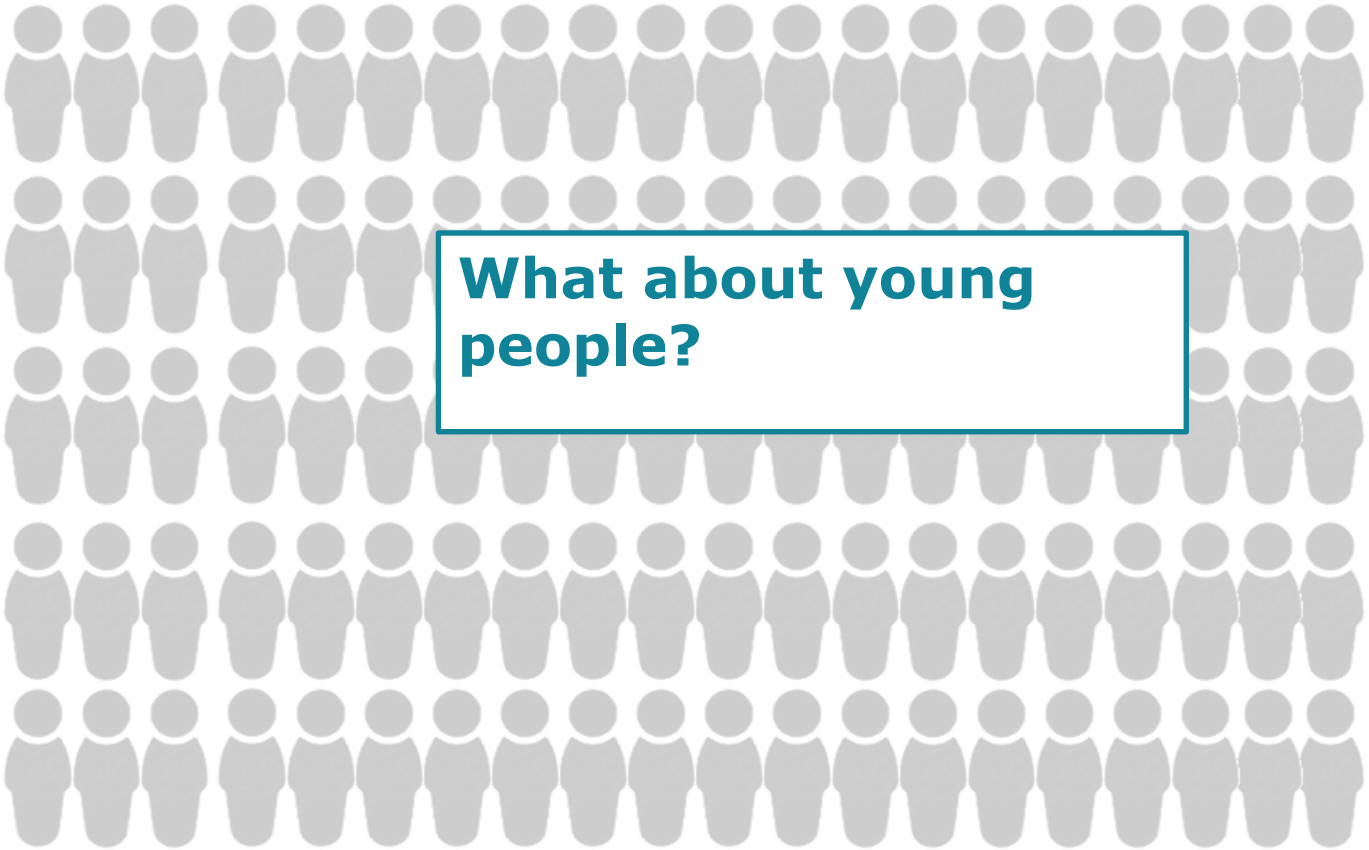
What do we know about mental health in school-aged young people?



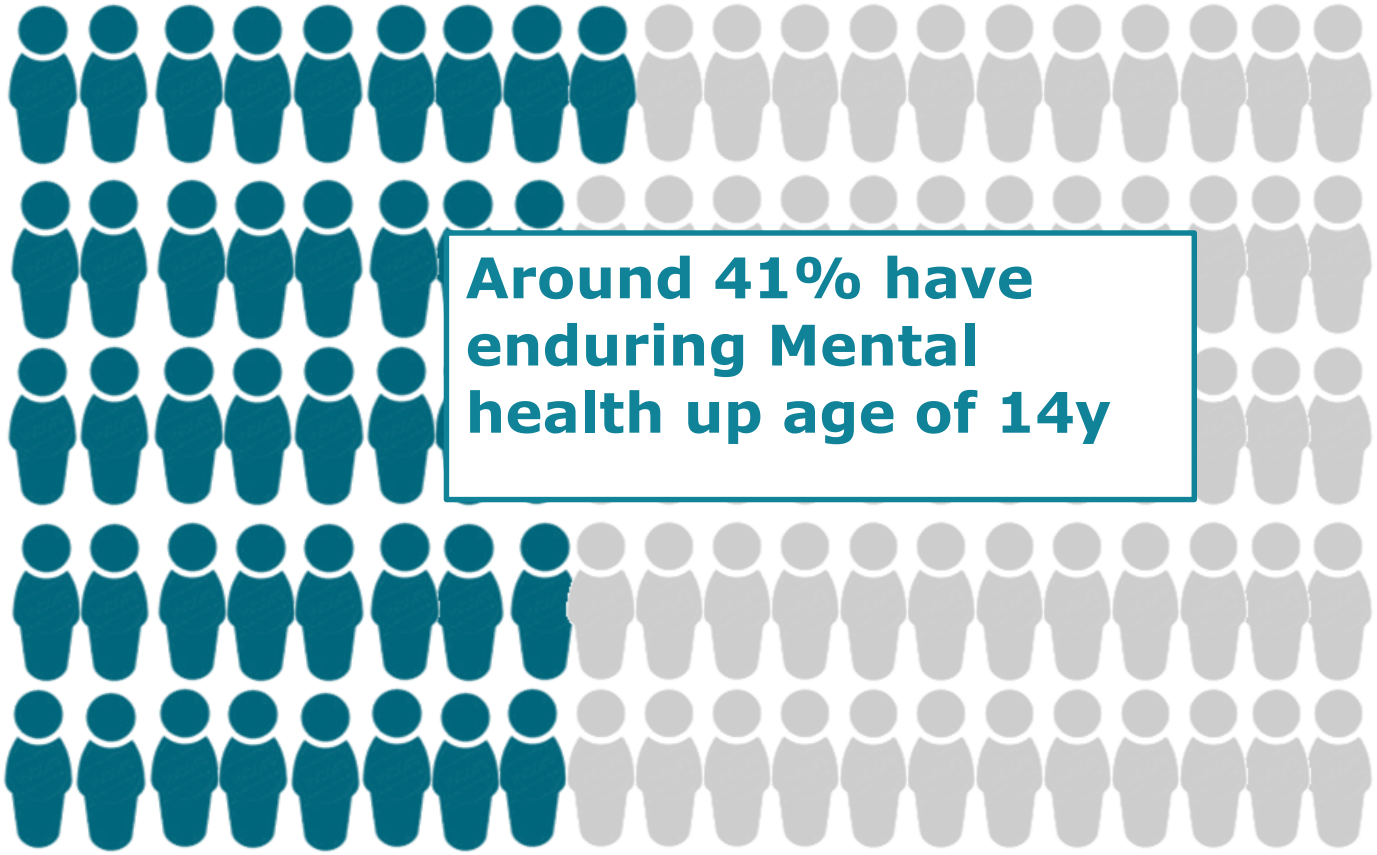
- In the UK around 1 in 9 children and young people experience mental health problems

- Of those experiencing problems: 1 in 4 will have contact with a mental health specialist

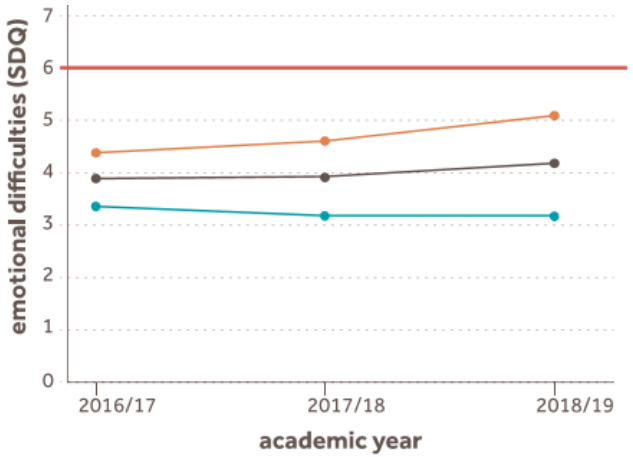
- Just under half will seek support from teachers

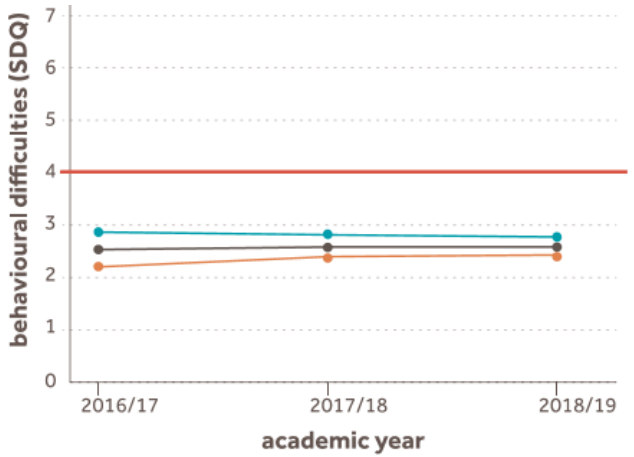


What about young people?

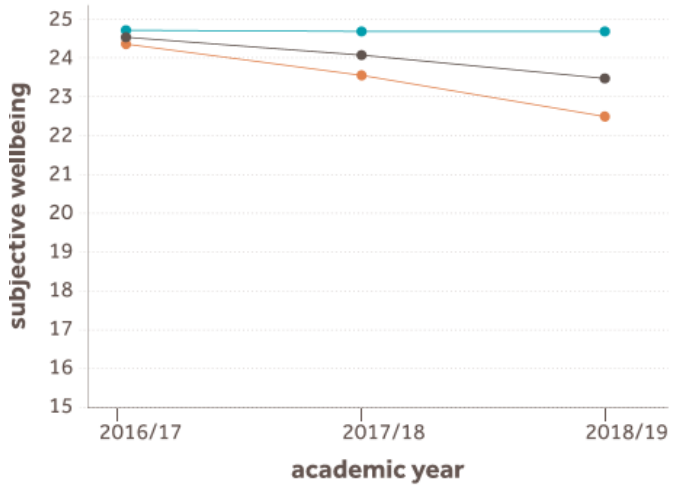

Around 41% have enduring Mental health up age of 14y

What affects need?





Variability based on age and gender



Deighton, J., Yoon, Y. & Garland, L. (2020). Learning from HeadStart: the mental health and wellbeing of adolescent boys and girls. London: EBPU.

Key: female male overall HS pupils

What affects need?

"The violence in this area is proper bad. People get stabbed and everything. Come into school, it is totally fine. But when you are outside school and you see a gang, it is kind of scary. You just walk past them totally fine, but do not react because they will react back"

What affects need?

"(My mum's) struggling on money. [What's that like?] Like, hard. [How do you feel about that?] Sad, because she can't pay the bills. She said she's really, really badly struggling to pay them"

What affects need?

"When I'm in my mum's house, I'm a completely different person. I'm always sad 'cause there's always something to argue over"

What affects need?

"I cried 'cause it, I've, [my dad's] never done it to me before. It was, like, it wasn't necessarily pain. There was no pain. It was just shock…"

What affects need?

"My mum kind of panics but, she, she… it's hard to explain. So basically she panics a bit, sometimes and she just gets really frustrated…

What affects need?

"He mainly chose me. He pretty much ignored my friends but swore at me and called me names and stuff"

What affects need?

The picture during COVID-19?

NHS digital 2017 and 2020:

"Rates of probable mental disorders have increased since 2017. In 2020, one in six (16.0%) children aged 5 to 16 years were identified as having a probable mental disorder, increasing from one in nine (10.8%) in 2017. The increase was evident in both boys and girls."

2017: 4 in class of 30 → 2020: 5 in class of 30

https://files.digital.nhs.uk/CB/C41981/mhcyp_2020_rep.pdf

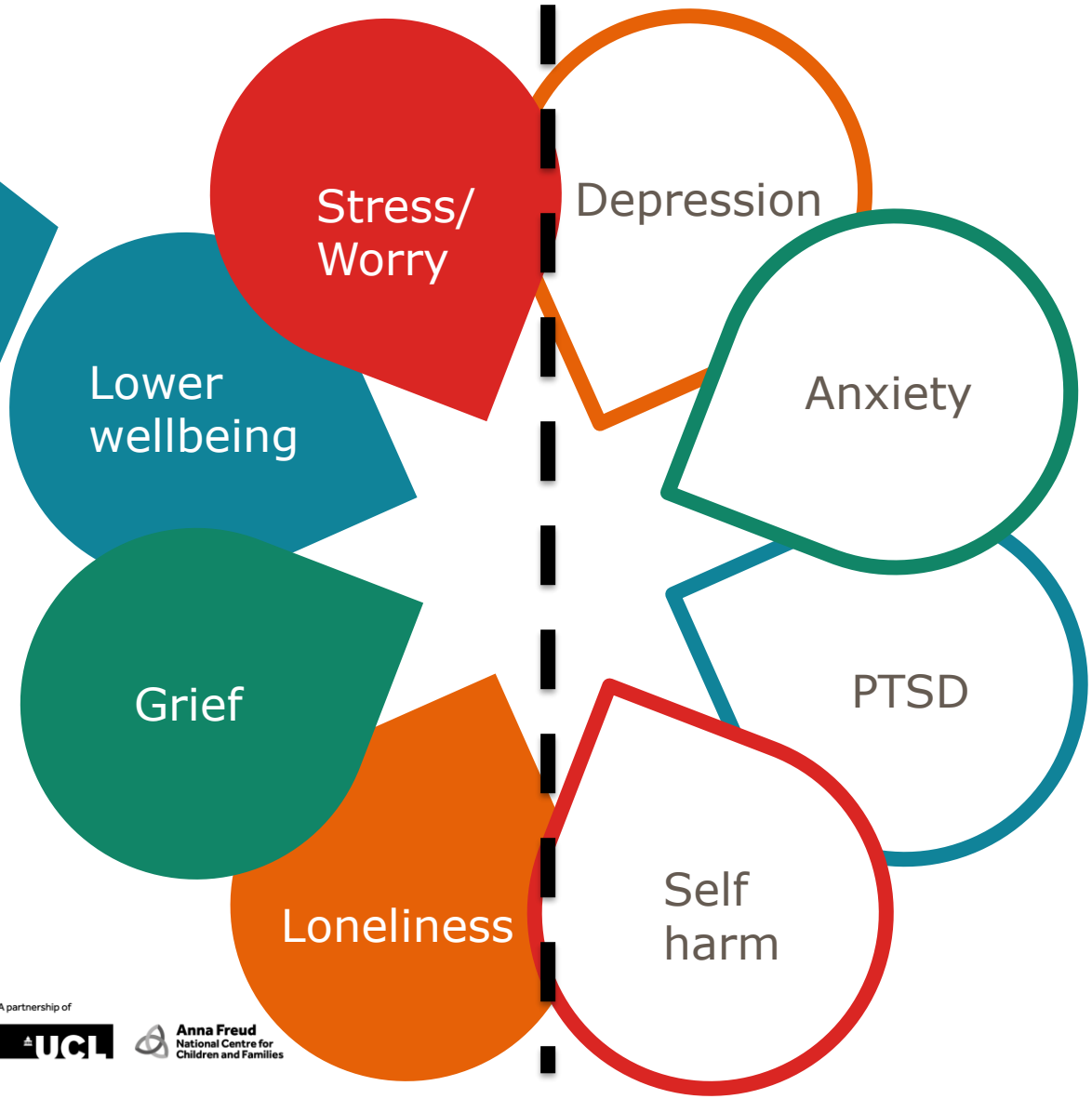
What about need during the pandemic?

https://www.annafreud.org/coronavirus-support/our-research/

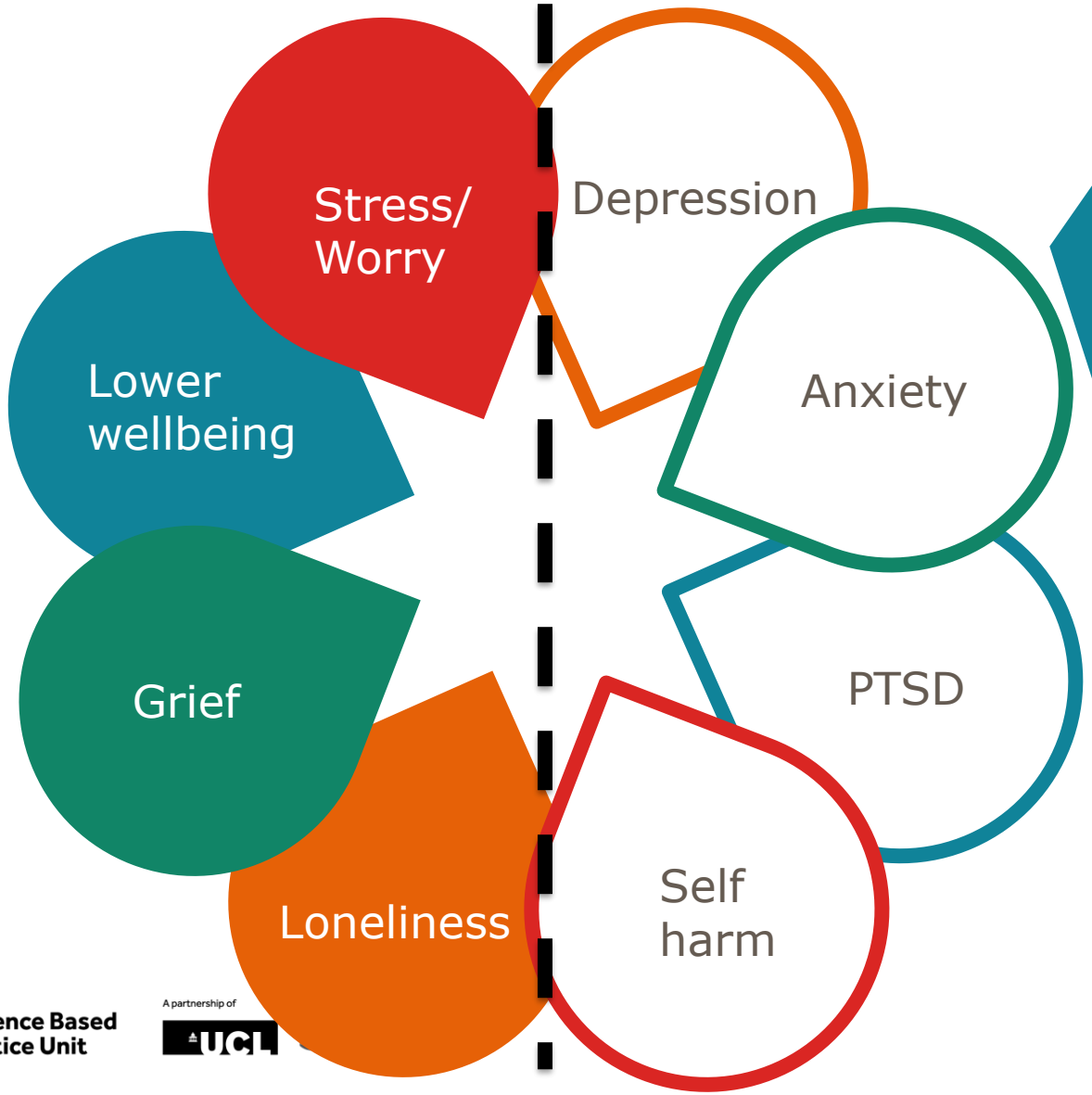
What about need during the pandemic?

What about need during the pandemic?

Sheffield University study: Among the 13-24 year-olds surveyed, 40-50% reported feeling significantly more anxious than before the pandemic and 50-60% reported feeling worried about their parents or family.



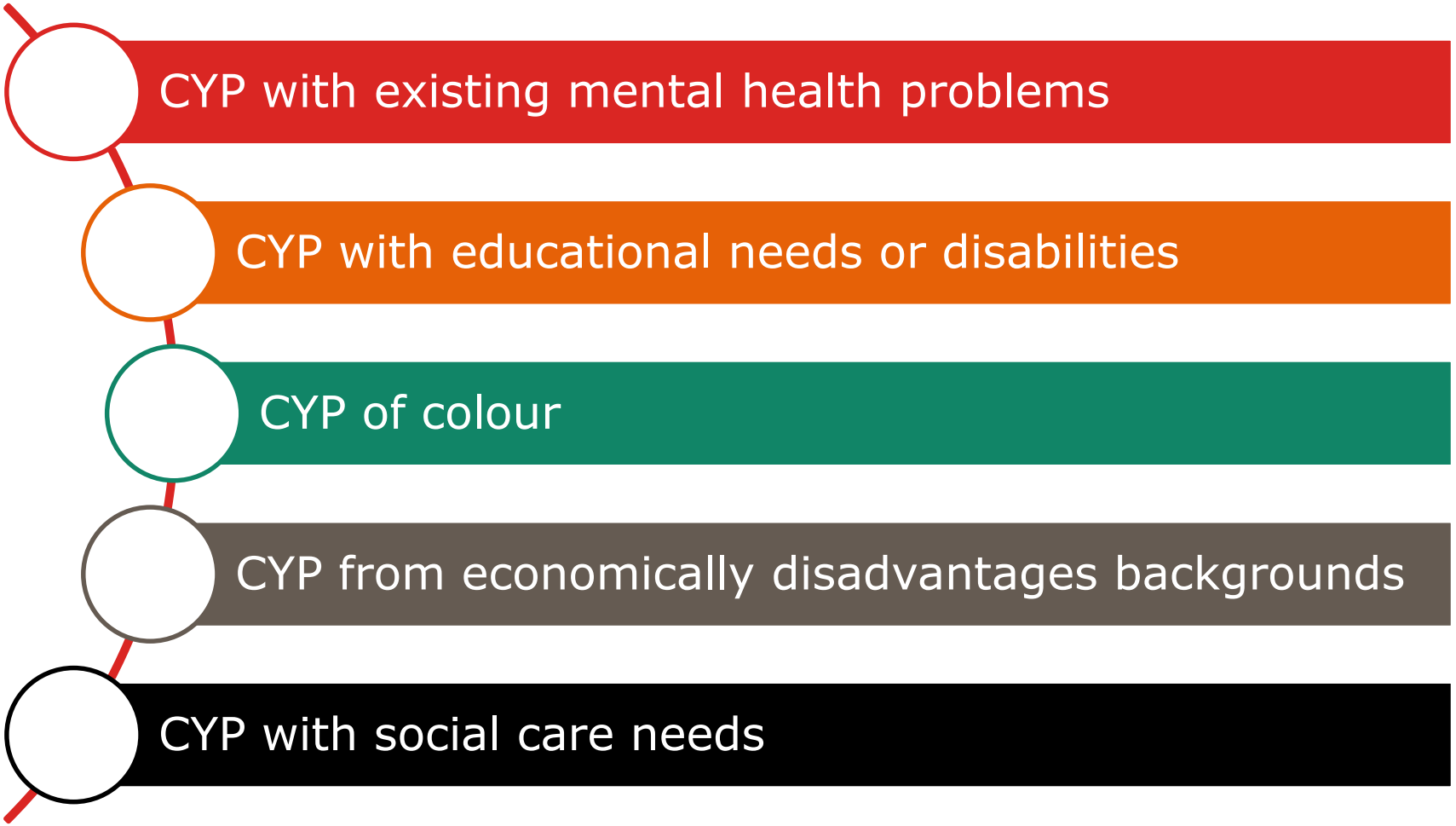
What about need during the pandemic?



In an April 2020 survey of 2,086 US undergraduate students, 80% reported that their mental health had been impacted negatively, with 1 in 5 reporting worsened mental health during the pandemic.

What affects need?

Need during the pandemic: Disproportionately affected groups



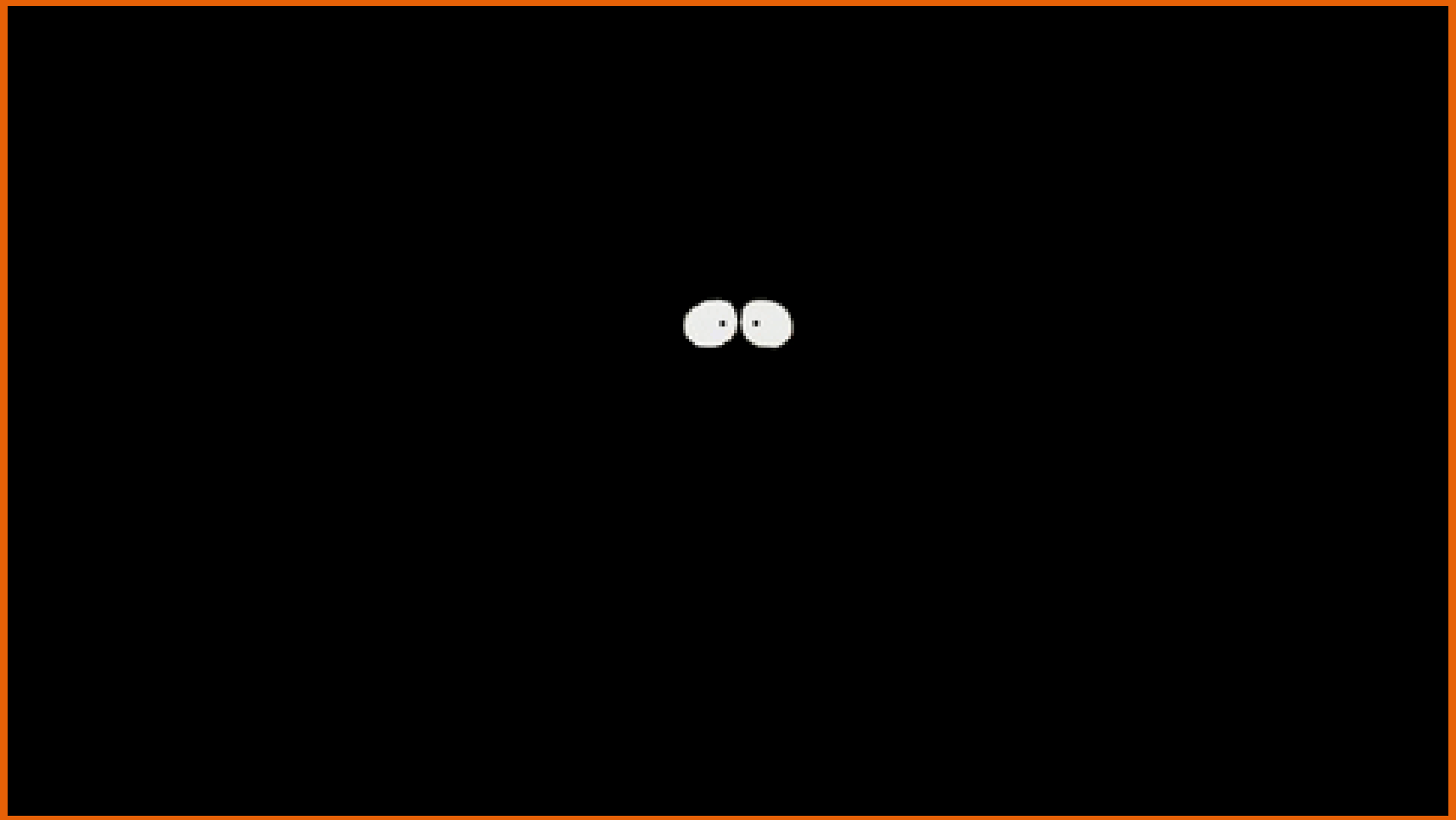
What have young people told us?

HeadStart volunteers (young people from HeadStart Hull and HeadStart Kent) identified key challenges for children and young people

Where does this leave us?

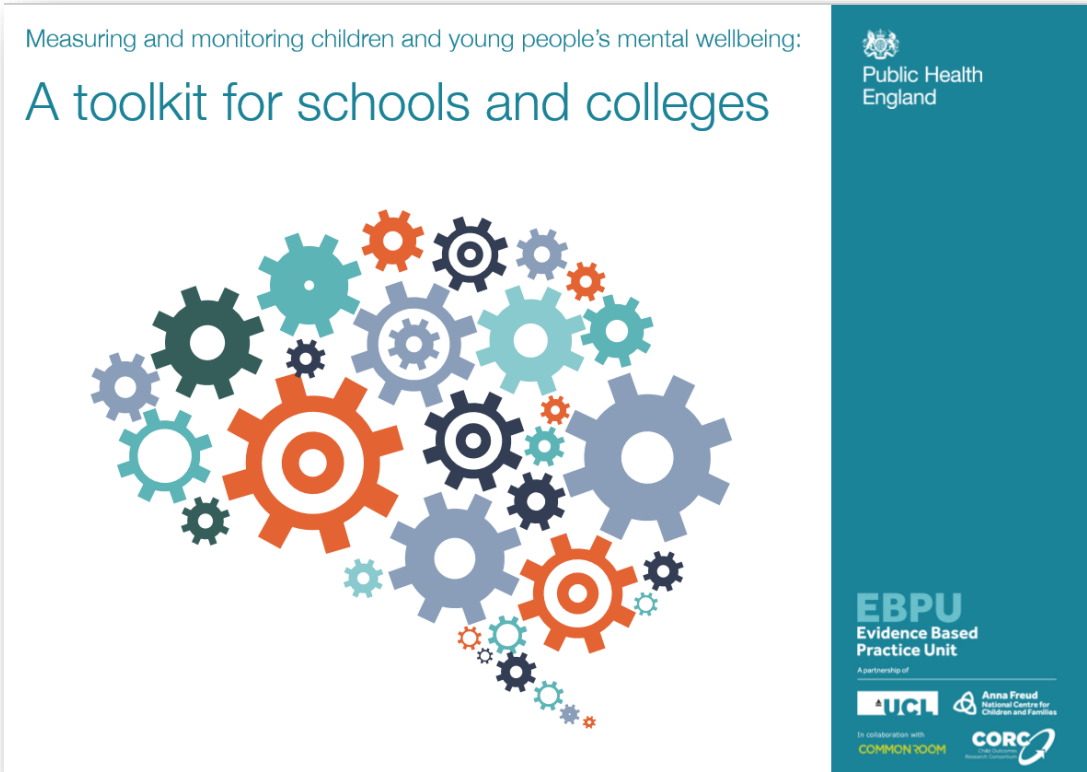
Where does this leave us?

Where does this leave us?



How to move forward

1. School-based monitoring of need
   a. As a whole school 'snapshot' to understand strengths and needs and to plan provision
   b. To identify individuals who may need additional support



How to move forward

2. Starting conversations…

The top 10 questions you should ask young people during the pandemic:

1. Do you feel supported?
2. Do you have someone to talk to?
3. Are you worried about school exams?
4. Do you feel safe outside and going out?
5. Are you worried to return to normal?
6. Do you feel safe at home?
7. Do you feel listened to by adults?
8. How have you kept in contact with friends?
9. What have you been doing to keep busy?
10. What kind of coping strategies do you use?

Thank you!

https://www.annafreud.org/coronavirus-support/our-research/

https://www.corc.uk.net/media/1176/201609mental_health_toolkit_for_schools_and_colleges.pdf

https://www.ucl.ac.uk/evidence-based-practice-unit/headstart-learning-team/headstart-reports-publications

EBPU Evidence Based Practice Unit

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CORC Child Outcomes Research Consortium

EBPU Evidence Based Practice Unit
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UCL Anna Freud National Centre for Children and Families

UNDERSTANDING NEED IN YOUR SCHOOL

Nick Tait – Programme Manager
CORC

BACKGROUND

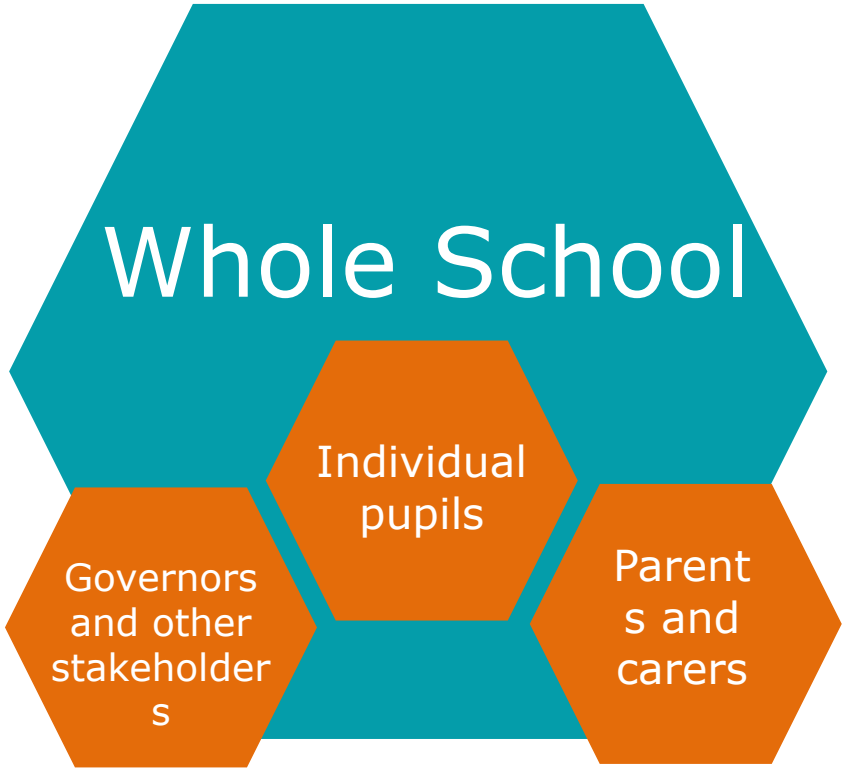
- National and international prevalence surveys show that significant numbers experience significant difficulties.
- Schools increasingly need to understand and support pupils' mental wellbeing.
- Not all feel equipped to assess the particular issues in their school, or the impact of their support.

OUR AGENDA

IN THIS SESSION

- Benefits of building a local picture
- How we can measure mental wellbeing
- Measuring mental wellbeing of groups of pupils
- Measuring wellbeing of individual pupils
- Resources

Whole School Benefits



Build a local picture of the need in YOUR school

- strengths of your pupils
- needs your pupils
- identify the most suitable interventions to address these needs
- allocate resources to meet their needs
- measure how their needs change over time

Specific Benefits

Individual pupils

- provides more targeted support to individuals and groups of children.
- enables monitoring of the impact of this response

Governors and other stakeholders

- gives an overview of the needs of the school
- aids evaluation of the impact of work to support pupils
- Provides evidence of responsiveness to need and impact of support

Parents and carers

- reinforces the importance the schools places on mental wellbeing
- supports conversations about their child's needs

Sends a strong message to ALL that mental health and wellbeing is a priority

HOW DO WE MEASURE PUPIL WELLBEING?

Using researched or well-established questionnaires which have an evidence base which is **valid** and **reliable.**

These are widely used in research and mental health settings.

Validity *- measuring what you intend to measure; avoiding bias.*
Reliability *– getting the same result each time if each characteristic is the same; avoiding inconsistency.*

WHAT CAN BE MEASURED?

Includes:

Peer relationships

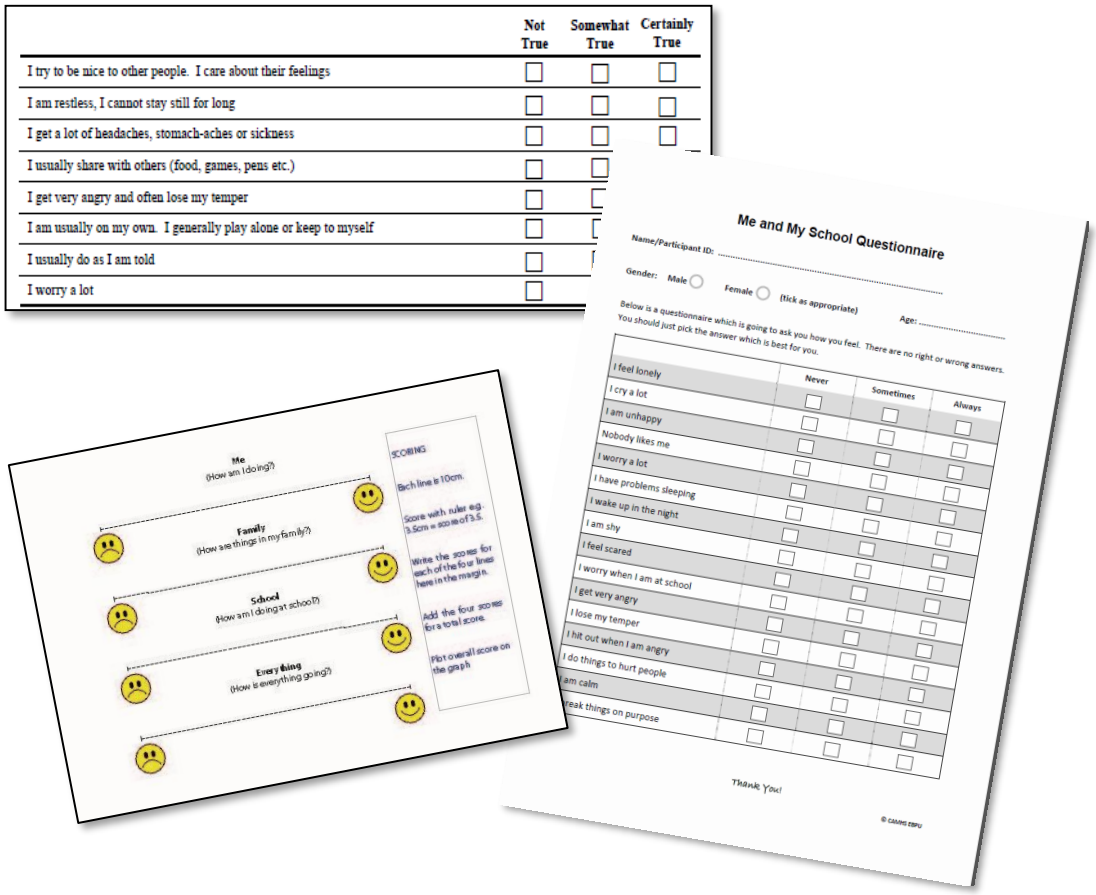
Protective factors

Emotional and social skills

Wellbeing

Life satisfaction

Feelings toward school



Measuring mental wellbeing of groups – cohort surveys

The approach:

Carry out out an anonymous survey of all young people in a year group that covers a range of domains.

Repeat regularly to show change in pupil wellbeing over time.

Useful Resources

Wellbeing Measurement Framework

Wellbeing Measurement for Schools

What's going well and how can we ensure this continues?

What are the needs of the cohort and what steps could we take to address them?

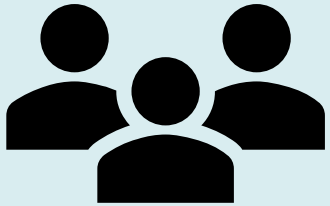
How do we compare with other schools?

What else do we know about the cohort that will help interpret the results?

Can we take steps now to address emerging needs?

How will we monitor the impact of the school response?

Who is part of the conversation?



Measuring mental wellbeing of individuals

The approach

If you're concerned about an individual student, using a questionnaire with an individual student to help to identify the nature and level of their need

Repeat to monitor progress

Useful Resources
CORC website
Toolkit for schools

What do the findings suggest about level of need?

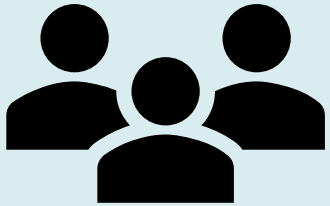
How does this add to what is already known about the young person?

How can the school support?

Is signposting or a referral to another service required?

How will progress be monitored?

Who is part of the conversation?



Some considerations

Plan carefully how to introduce the process to students so that they feel comfortable to answer the questions openly and honestly.

Students tell as that they want to understand:

- why they are being asked to complete the wellbeing measure
- what the wellbeing measure is like and how to complete it
- who is being asked to complete the measure
- who will see the information
- how the results will be used
- what difference it will make
- how they will get feedback

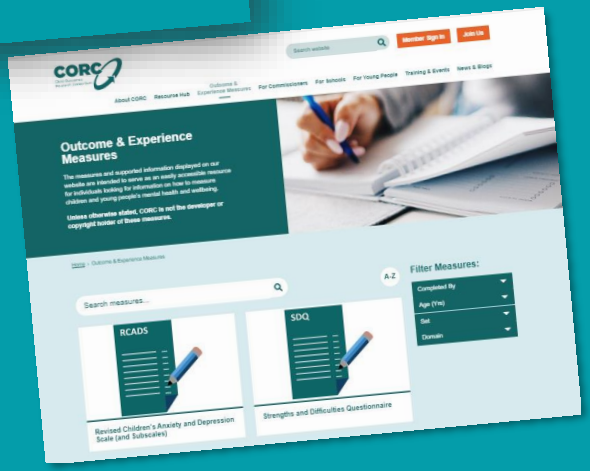
Completing measurement tools can be an emotional experience and students may require support before, during or after completing the tool.

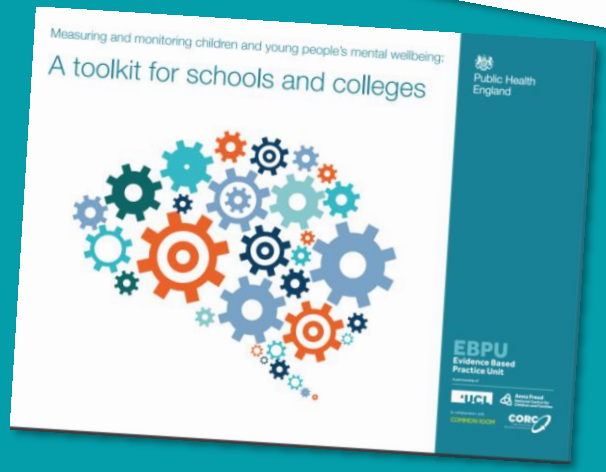
Resources

CORC
EBPU
Wellbeing Measurement for Schools
Pupil Report

Anna Freud National Centre for Children and Families
CORC
Using measuring tools to understand pupils' mental health needs:
a guide for schools and colleges

EBPU Evidence Based Practice Unit
UCL
Anna Freud
Wellbeing Measurement Framework for Primary Schools
In partnership with
CORC
COMMON ROOM


CORC
Outcome & Experience Measures
Filter Measures:
RCADS
Revised Children's Anxiety and Depression Scale (and Subscales)
SDQ
Strengths and Difficulties Questionnaire


Measuring and monitoring children and young people's mental wellbeing:
A toolkit for schools and colleges
Public Health England
EBPU Evidence Based Practice Unit
UCL
CORC

CORC
Child Outcomes
Research Consortium

EBPU Evidence Based Practice Unit
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THANK YOU FOR YOUR INTEREST

Measurement of Mental Health

Dr Rebecca Somerfield

#5steps

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Measurement of Mental Health

Dr Rebecca Somerfield

Deputy Head

Walsall Academy

Measurement of Mental Health

We have taken part in the Wellbeing survey since the academic year 2016-17 and found both the process of engagement and subsequent report beneficial to our school community.

Over this presentation I will go through why we engaged with the survey, the steps involved in setting it up and the benefits from taking part including what we learnt from the process.

Why did we engage with the wellbeing survey?

- **WHEN?:** We became involved in the survey at the start of the academic year 2016-17.
- **WHAT WE WERE SEEING?:** Year upon year we had seen an increase in the number of mental health issues being reported to the safeguarding team. During the year 2015-16, 21.8% of incidents reported involved children's mental health.
- **WHAT WE HOPED TO GAIN?:**
- We decided to become involved in the survey as a way of collecting whole-school data around children's mental health needs so that services could be planned to meet these needs rather than staff responding in a purely reactive manner. The tools provided a snapshot not only of mental health concerns but positive wellbeing and the range of influences on young people's wellbeing.
- Early intervention: Measuring the wellbeing of whole year groups allowed us to gain insight into how children were feeling about different aspects of their own wellbeing rather than waiting for behavioural changes.

Figure 1: High-level domains that inform measurement of mental health and wellbeing (informed by PHE publication: Measuring Mental Wellbeing in Children and Young People)

The Process of Engagement

SUPPORT: Throughout the process from the initial discussion to rolling out the survey with our first year groups, we were supported so that implementation was relatively straight forward.

HOW:

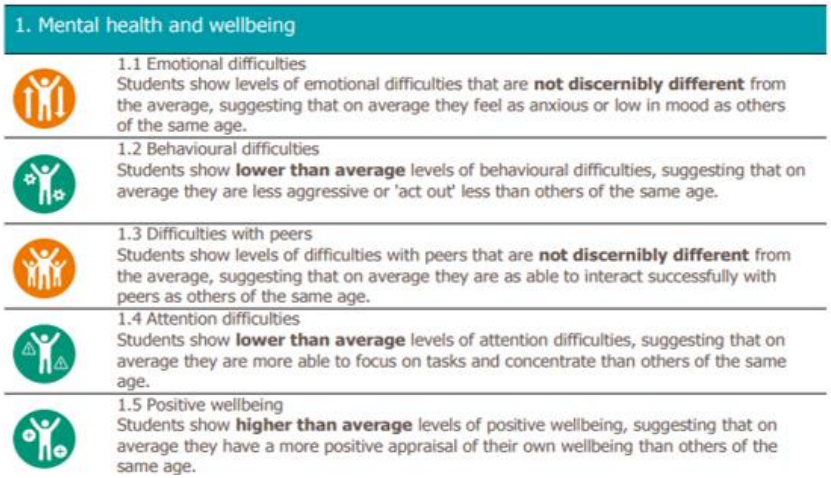
- Once we had agreement from the Headteacher we were provided with all relevant documentation. This included consent forms and information forms for parents/carers.
- Consent forms were sent out to parents/carers.
- Data was sent to the team at the University of Manchester. They provided students a username and password. Students who had opted out were not given a password.
- Time was allocated in school to complete the survey. During our initial survey year this involved students in Year 9 and Year 7.
- Packs were provided to teaching staff for distribution to students during the survey along with a script for them to use.
- Students completed the survey. For most students this took approximately 15 minutes.

The Report

Following completion of the survey, a report is produced which is provided to school. This information provides a snapshot across the year groups being surveyed allowing us to identify needs or strengths within a cohort. It also allowed us to track changes within a year group to identify changes in mental health over time.

Information is broken down into the following areas:

- Mental health and Wellbeing
- Emotional Strengths and Skills
- Children's support networks.



1. Mental health and wellbeing

1.1 Emotional difficulties
Students show levels of emotional difficulties that are **not discernibly different** from the average, suggesting that on average they feel as anxious or low in mood as others of the same age.

1.2 Behavioural difficulties
Students show **lower than average** levels of behavioural difficulties, suggesting that on average they are less aggressive or 'act out' less than others of the same age.

1.3 Difficulties with peers
Students show levels of difficulties with peers that are **not discernibly different** from the average, suggesting that on average they are as able to interact successfully with peers as others of the same age.

1.4 Attention difficulties
Students show **lower than average** levels of attention difficulties, suggesting that on average they are more able to focus on tasks and concentrate than others of the same age.

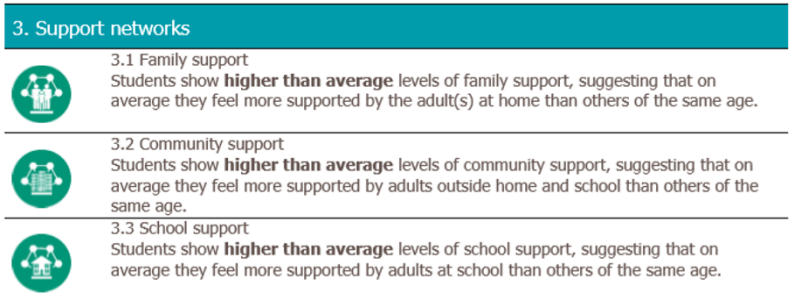
1.5 Positive wellbeing
Students show **higher than average** levels of positive wellbeing, suggesting that on average they have a more positive appraisal of their own wellbeing than others of the same age.

The report is clearly set out and results shown as either being above, below or no different to average when compared with other schools having undertaken the survey.

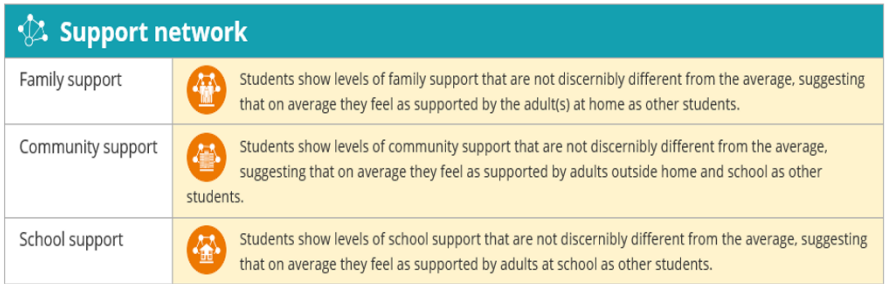
Example of how we used our results

A particular benefit to us was that our results helped us to understand the impact of local changes across our year groups and plan services around students' needs.

Year 7 2016-2017



Year 9 2018-2019



The data above is from the same year group. The results on the left is from when they are in Year 7 and the data on the right from Year 9. Their perception of their support networks has decreased as they moved through school.

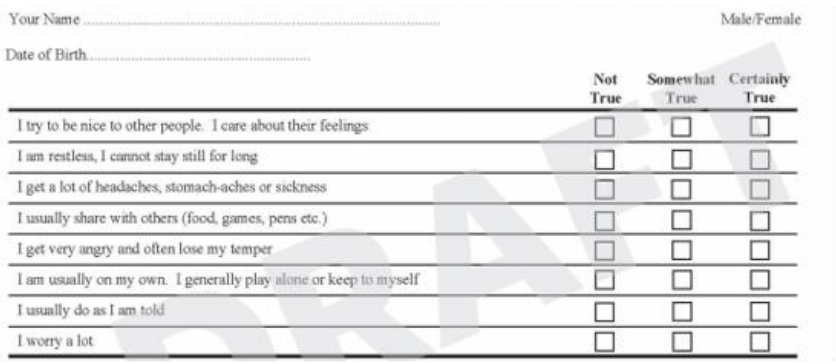
These results coincided with a decrease in local services including those for mental health as well as increasing poverty and community issues.

We were able to respond by increasing services offered by the school through upskilling individual staff members as well as the entire staff body and commissioning private services to fill the gap left within public services within the local authority.

What did we learn?

Lots!

- Most importantly, information about our cohort and how this changes over time.
- About different measures of mental health and wellbeing and how they are implemented. As staff based in schools, we are aware of changes to children's mental health both at the individual level and across year groups but knowing how to measure this and be able to compare results with other schools is challenging. Taking part in this survey allowed us to do both without huge investments in staff time and resources.

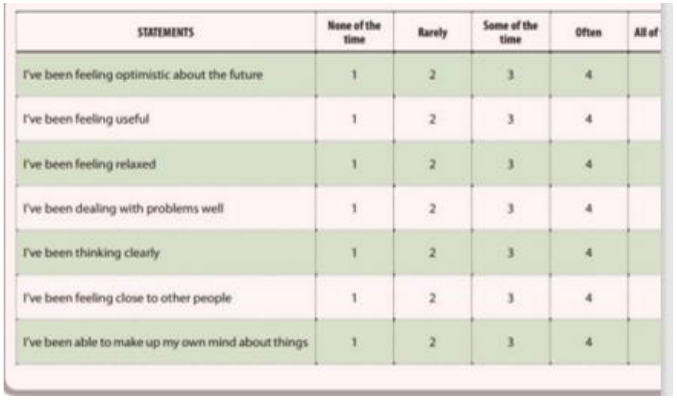


Your Name ..... Male/Female

Date of Birth .....

	Not True	Somewhat True	Certainly True
I try to be nice to other people. I care about their feelings	☐	☐	☐
I am restless, I cannot stay still for long	☐	☐	☐
I get a lot of headaches, stomach-aches or sickness	☐	☐	☐
I usually share with others (food, games, pens etc.)	☐	☐	☐
I get very angry and often lose my temper	☐	☐	☐
I am usually on my own. I generally play alone or keep to myself	☐	☐	☐
I usually do as I am told	☐	☐	☐
I worry a lot	☐	☐	☐

DRAFT



STATEMENTS	None of the time	Rarely	Some of the time	Often	All of
I've been feeling optimistic about the future	1	2	3	4	
I've been feeling useful	1	2	3	4	
I've been feeling relaxed	1	2	3	4	
I've been dealing with problems well	1	2	3	4	
I've been thinking clearly	1	2	3	4	
I've been feeling close to other people	1	2	3	4	
I've been able to make up my own mind about things	1	2	3	4	

- Through liaison with other schools we found out about different school-based interventions designed to support mental health.

Benefits to other schools

- Need for evidence-based practice: Taking part in the survey allows schools to identify needs of whole year groups rather than basing interventions around individual needs which may not reflect the needs of the wider school community.
- Support in identifying the correct measures to measure wellbeing, implementing the survey and analysing results.
- Through engaging with the survey over time allows the effectiveness of interventions to be evaluated.

Thank you

Anna Freud
National Centre for
Children and Families

Our Patron: Her Royal Highness The Duchess of Cambridge

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