

EBPU

Evidence Based Practice Unit

A partnership of



HeadStart: Emerging learning from a cross- context resilience programme.

Dr Jessica Deighton

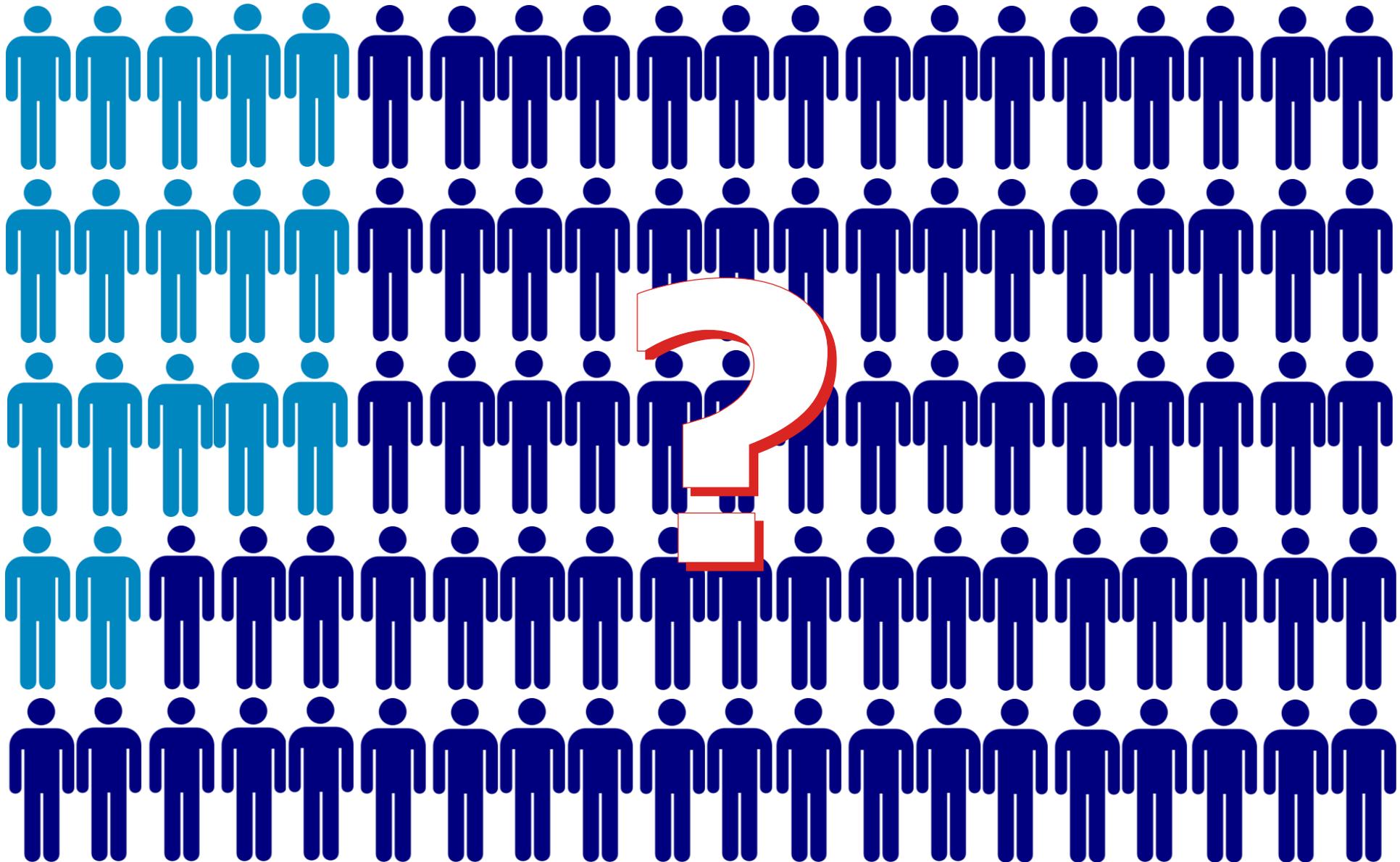
CORC Forum

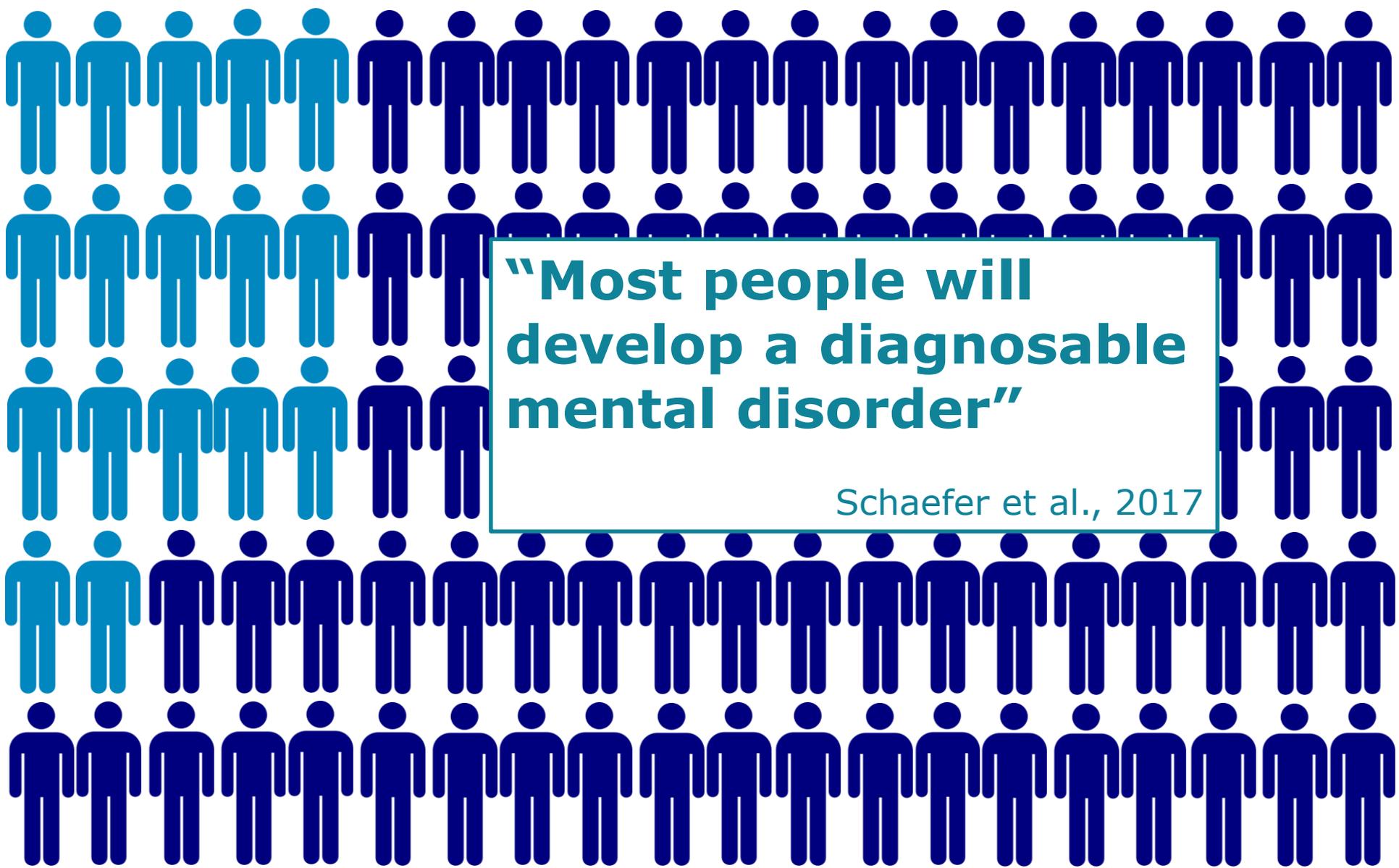
November 2018

Overview

- Background and intro to HeadStart
- Quantitative findings from 30,000 young people
- Reflections and next steps

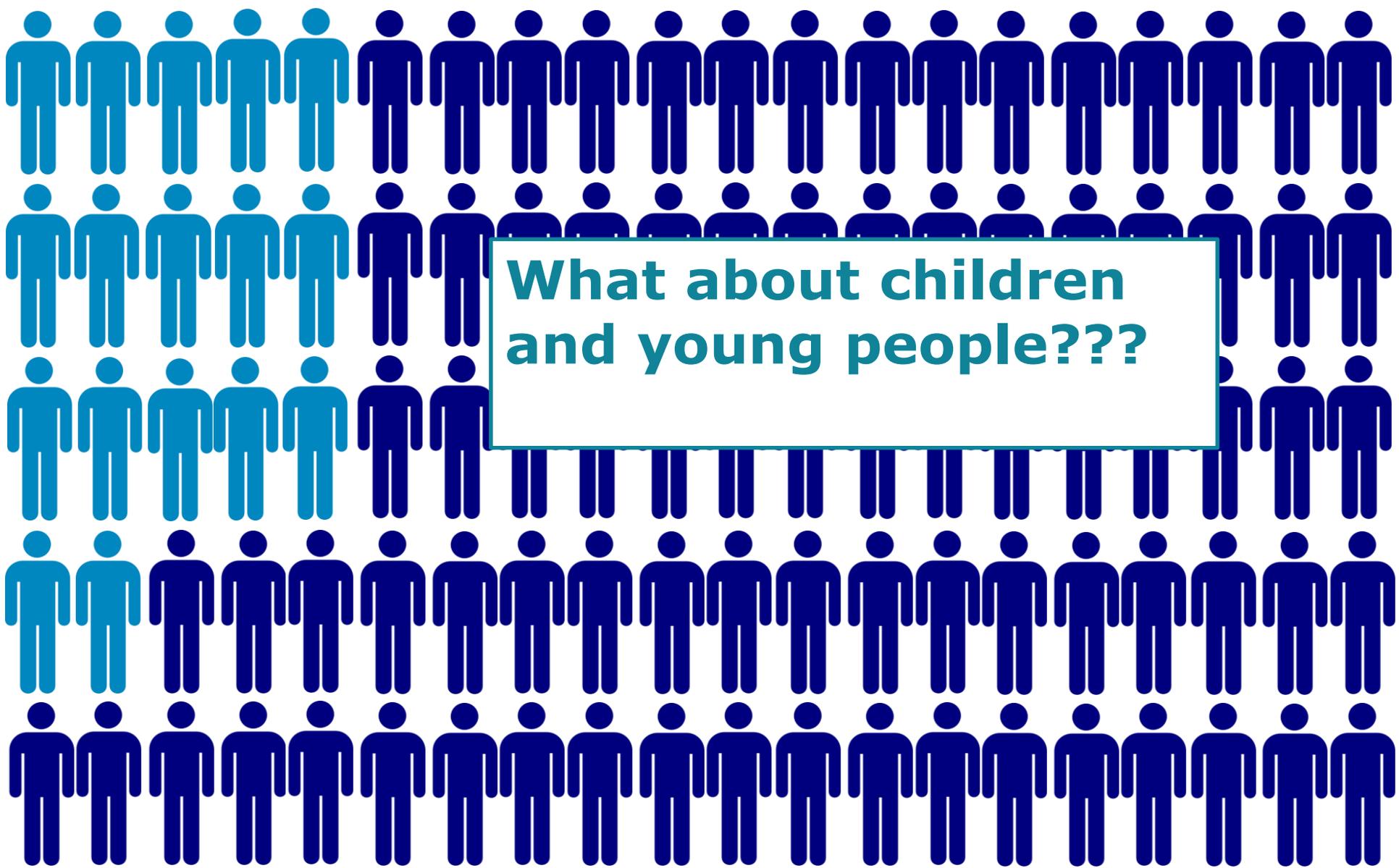






“Most people will develop a diagnosable mental disorder”

Schaefer et al., 2017



What about children
and young people???

Mental health problems in children and young people

800,000 children suffering mental health problems - watchdog report

Education | School Report | Global Education

Heads warn over pupils' untreated mental health issues

By Hannah Richardson
BBC News education reporter

8 February 2016 | Education & Family



The Telegraph

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'Serious gap' in mental health provision, school leaders warn



Four-year-olds suffering panic attacks, eating disorders, anxiety and depression, report says

Children as young as four are suffering from mental health problems, teachers warn

Rachael Pells Education Correspondent | @rachaelpells | Friday 14 April 2017 00:31 BST | 8 comments



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Probably 'the tip of the iceberg' CREDIT: TIME TO

What are the challenges

Escalating mental health difficulties in young people

Little understanding of how to tackle complex issues and multiple risk factors

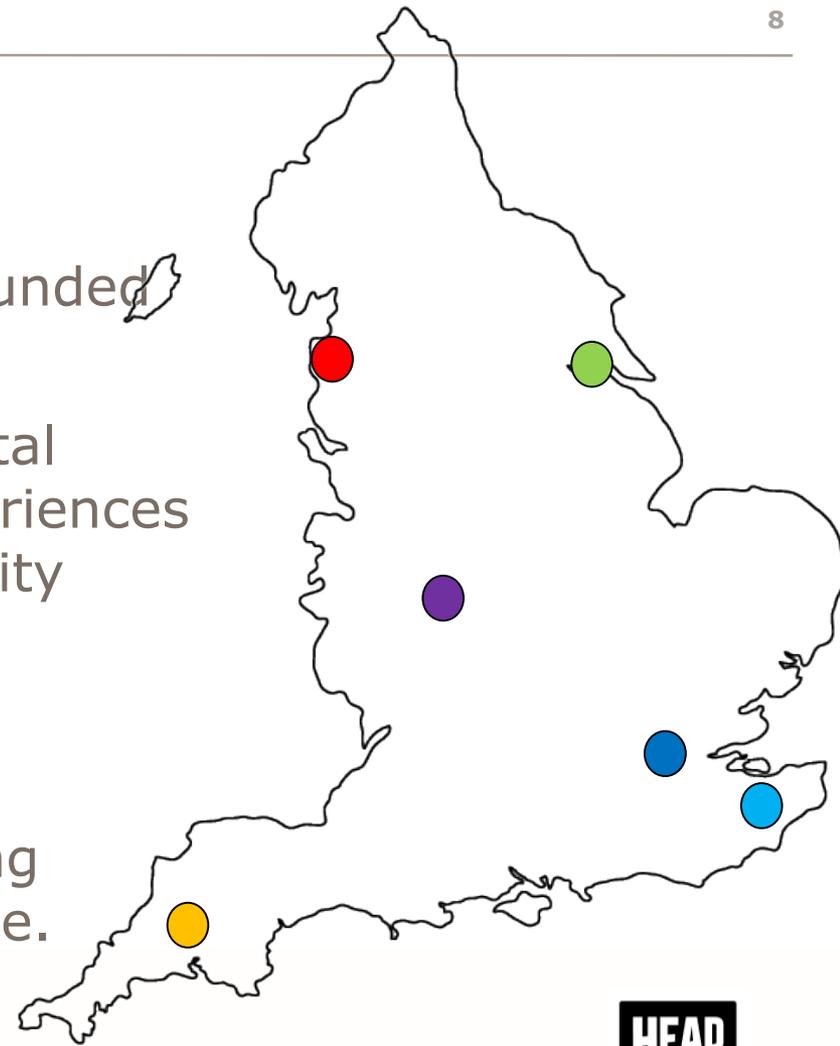
Limited scope of standalone interventions

But also need to recognise mental health struggles are a common experience

HeadStart

5-year £56 million National Lottery funded programme

- Looks at how young people's mental wellbeing is affected by their experiences at school, their access to community services, their home life and their interaction with digital technology.
- 6 partnerships implementing new approaches, focusing on developing young people's emotional resilience.



HeadStart Hull



HeadStart learning

- Is emotional wellbeing improving?
- Is engagement in school and academic attainment increasing?
- Has the onset of diagnosable mental health disorders reduced?
- Has engagement in 'risky' behaviour reduced?



HeadStart learning

1. Qualitative research
 - Yearly interviews with young people and staff
- 2. Quantitative research**
3. Summative evaluations
4. Economic modelling
5. Capacity building
6. Dissemination of learning
7. Young people's voice



Wellbeing measurement framework

Child self report:

Wellbeing

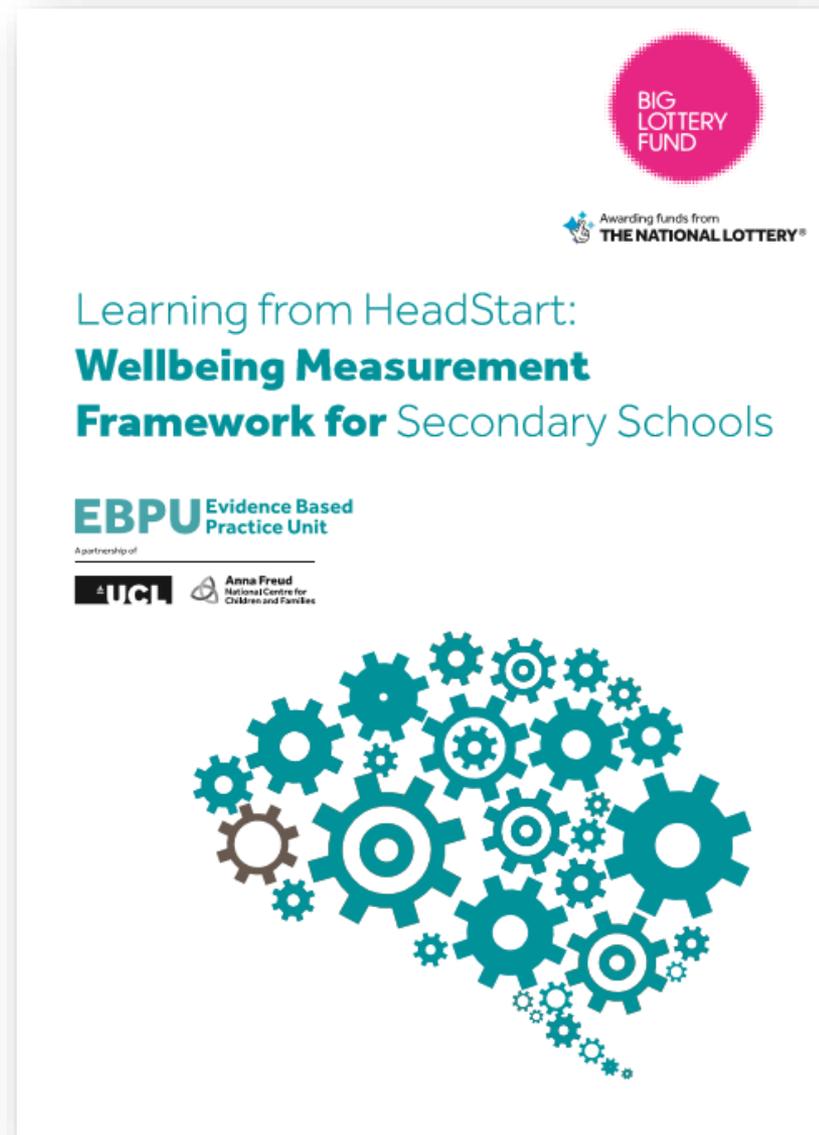
- SWEMWBs

Mental health

- SDQ

Protective factors

- SRS
- Self regulation
- Perceived stress scale



Wellbeing measurement framework

Child self report:

Wellbeing

- SWEMWBs

Emotional difficulties

*"I am often unhappy,
down-hearted or tearful"*

Behavioural difficulties

*"I get very angry
and often lose
my temper"*

Mental health

- SDQ

Attention difficulties

*"I am I am
restless, I
cannot stay still
for long"*

Difficulties with peers

*"Other children
or young people
pick on me or
bully me"*

Protective factors

- SRS
- Self regulation
- Perceived stress scale

Wellbeing measurement framework

Child self report:

Wellbeing

- SWEMWBs

"I've been feeling optimistic about the future"

Mental health

- SDQ

"I find it hard to control my feelings"

Protective factors

- Self regulation (TEIQUÉ)
- SRS
- Perceived stress scale

"At school there is an adult who really cares about me"

"...how often have you felt difficulties were piling up so high that you could not overcome them?"

Quantitative Design

2 groups:

1. Longitudinal cohort
2. Repeated snapshot

Age	11/12	12/13	13/14	14/15	15/16	16/17
2017	x		x			
2018		x	x			
2019			x			
2020			x	x		
2021			x		x	

HeadStart sample and non-HeadStart sample

Sample

30,843 adolescents from 114 schools across England

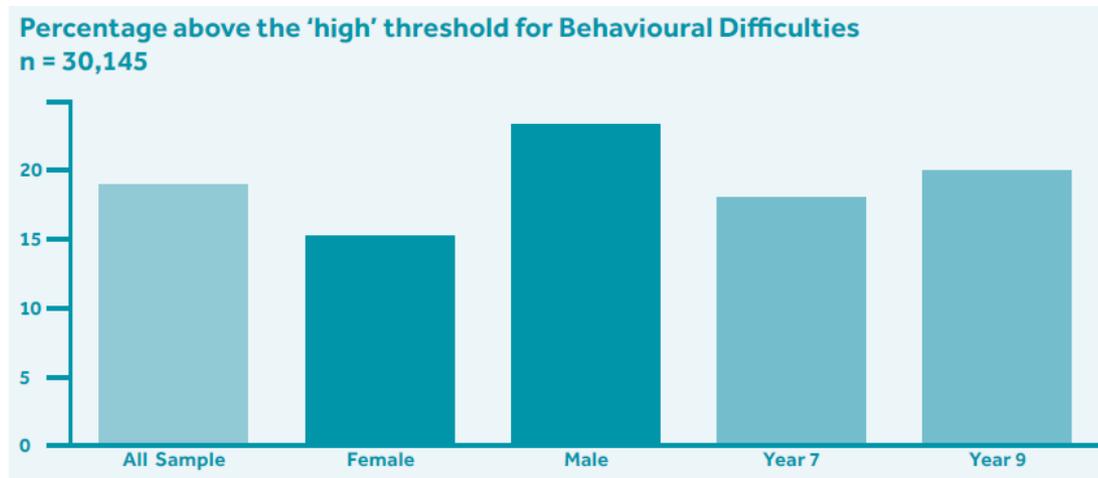
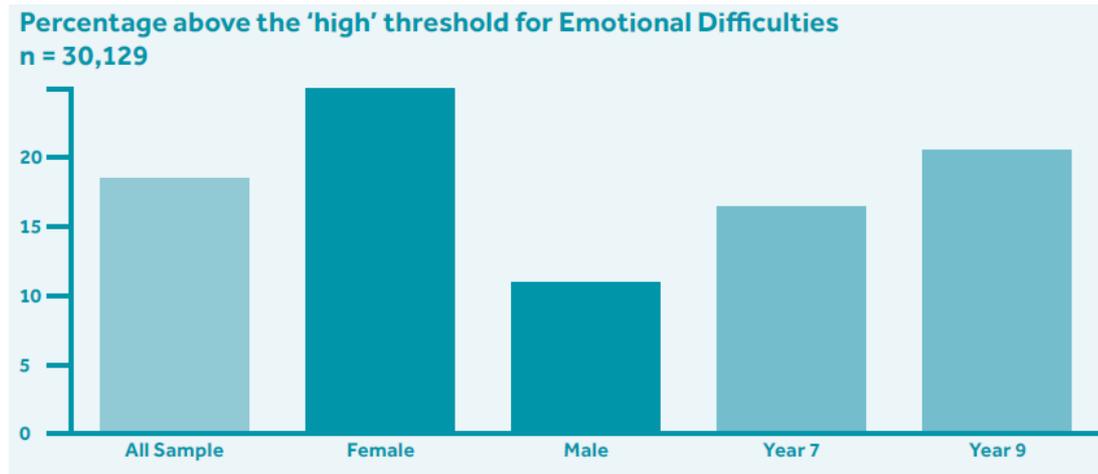
- 47% male, 52% female
- 51.1% Year 7, 48.9% Year 9

Compared to UK population sample was...

- More deprived (16.0% vs. 12.9%)
- Fewer children with a statement of SEN (11.9% vs. 14.4%)
- More young people classified as White (78.1% vs. 75.2%)

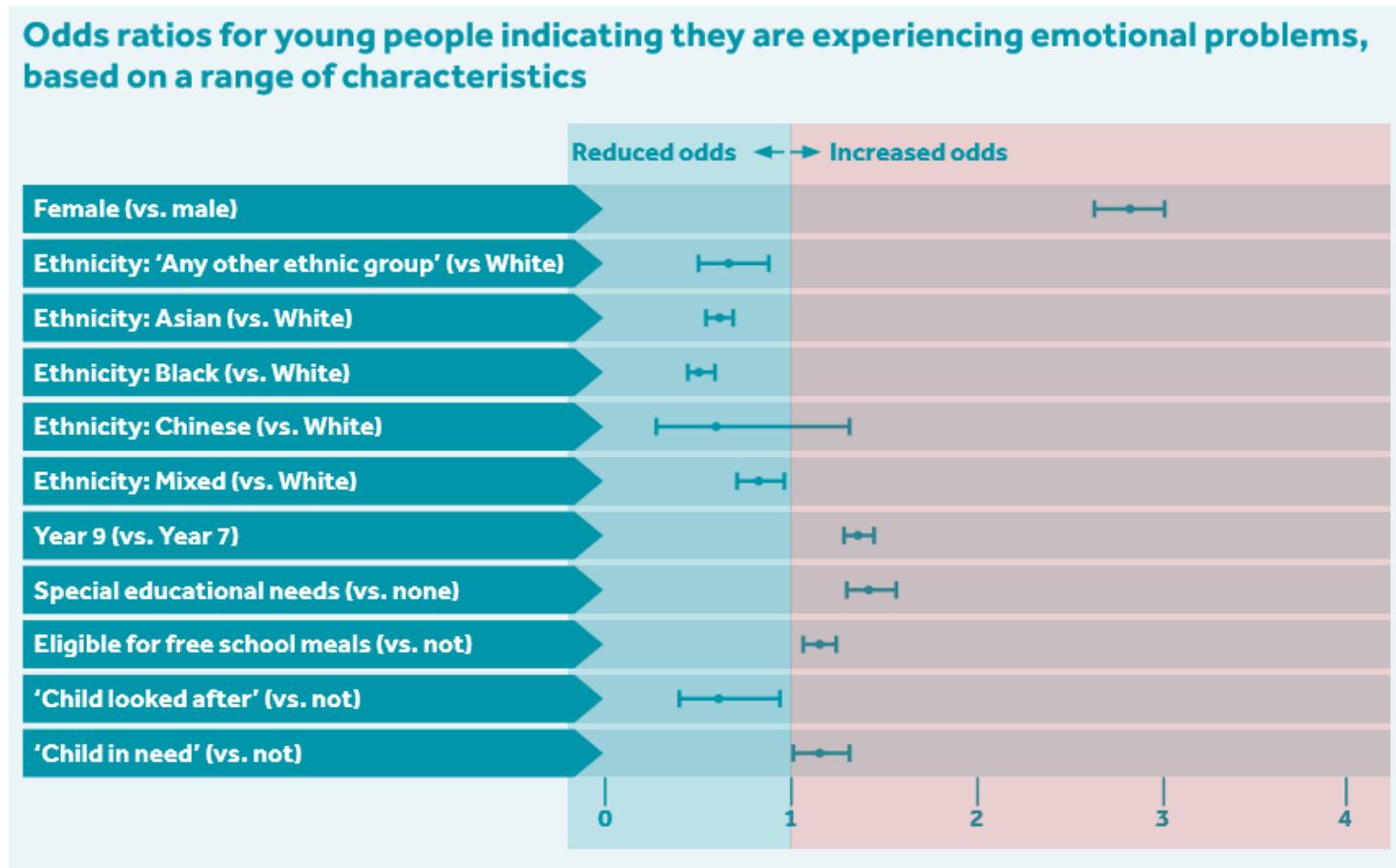


Emotional and behavioural difficulties in young people



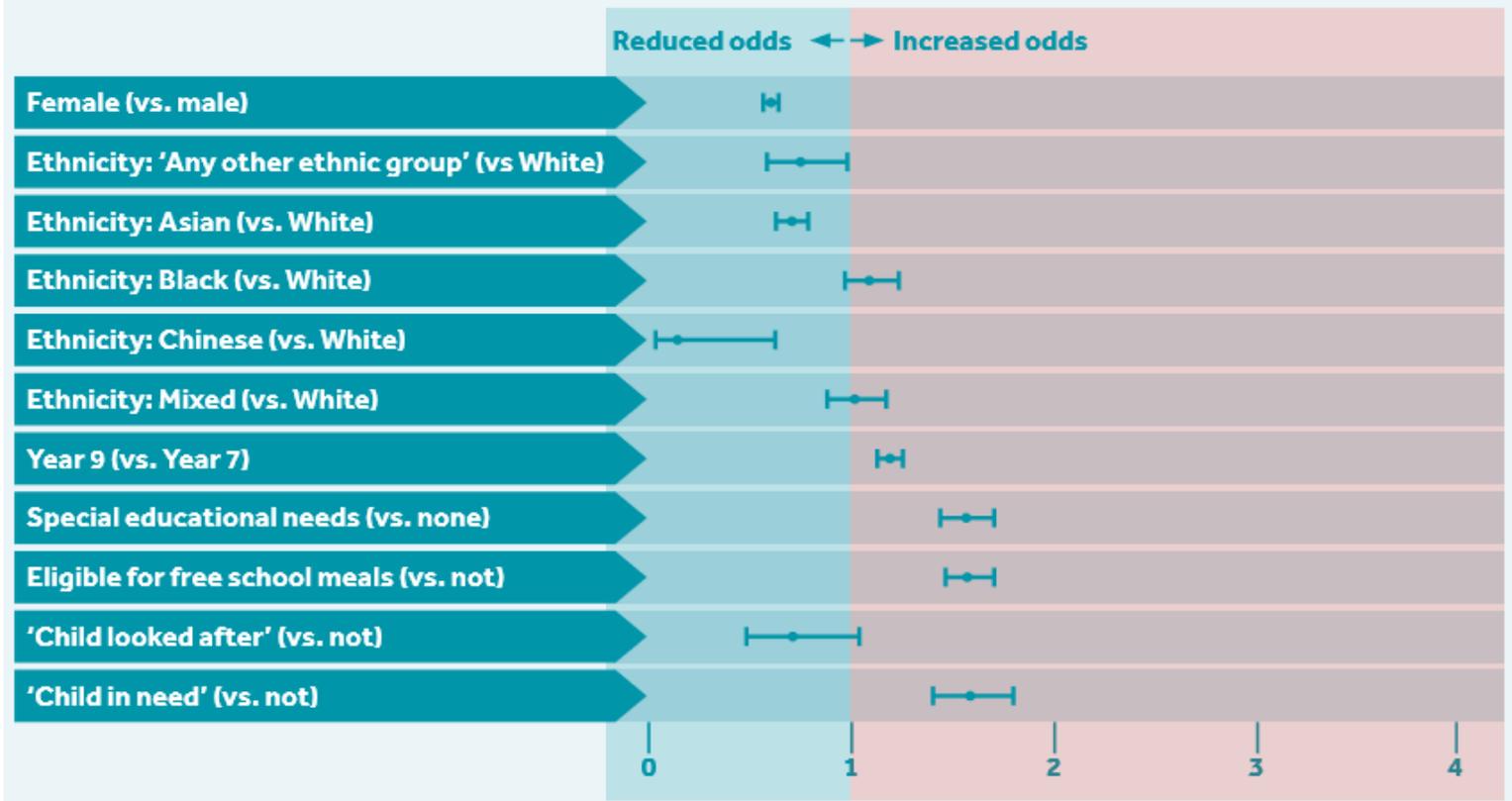
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What characteristics are associated with higher levels of emotional problems?

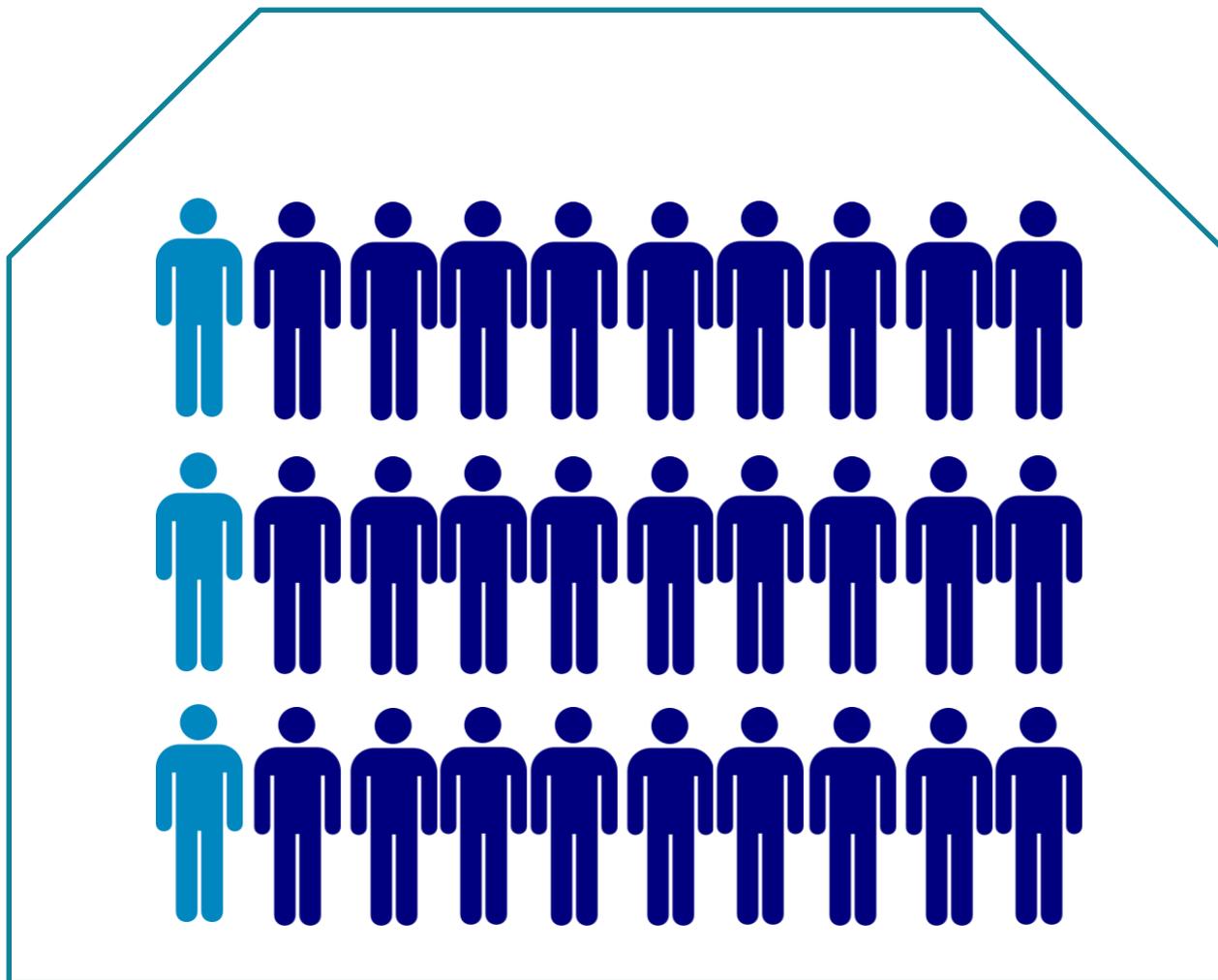


What characteristics are associated with higher levels of behavioural problems?

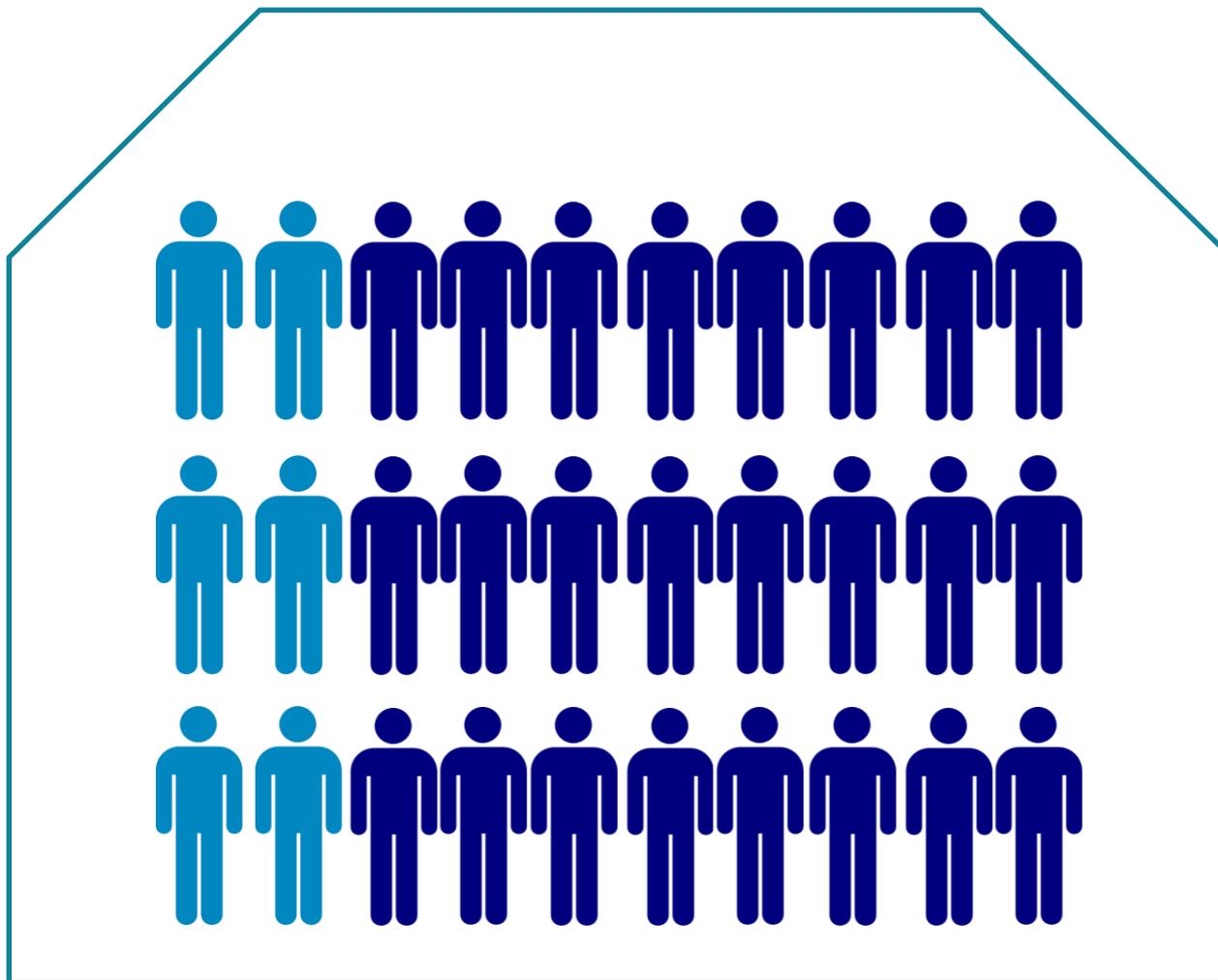
Odds ratios for young people indicating they are experiencing behavioural problems, based on a range of characteristics



2004



2017



What about other mental health problems?

	Attention Difficulties	Difficulties with Peers
Overall	25.6%	7.6%
Female	23.5%	6.9%
Male	28.1%	8.3%
Year 7	24.4%	7.7%
Year 9	26.9%	7.4%

Attention difficulties:



Year 9, SEN, FSM, Child in need



Asian, Black, Chinese and 'other' ethnic groupings

Difficulties with peers



Year 7, SEN, FSM, Child in need



Asian, Black, Mixed ethnic groupings

Reflections

1. Substantial numbers of young people are experiencing psychological distress
2. Definite gender differences
3. Some consistent risk factors

What next for HeadStart?

- How do experiences of mental health problems change over time?
- How they change as a result of support?



What next for this approach?

Wellbeing Measurement Framework feedback

This is a summary of the data for Year 5 students that completed the survey at your school in 2016–17. The symbols are traffic light (RAG) rated to indicate whether the students are doing better than the average, or worse than average relative to students in other schools participating in HeadStart.

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 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.

2. Emotional strengths & skills



2.1 Problem solving

Students show average problem solving skills, suggesting that on average they are as able to problem solve as others of the same age.



2.2 Goal setting

Students show levels of goal setting that are **not discernibly different** from the average, suggesting that on average they are as likely to have plans and aspirations for the future as others of the same age.



2.3 Empathy

Students show levels of empathy that on average they understand.



2.4 Self-esteem

Students show levels of self-esteem suggesting that on average they are as likely to have plans and aspirations for the future as others of the same age.

3. Support networks



3.1 Family support

Students show **higher than average** levels of family support, suggesting that on average they are more supported by the adults in their lives than others of the same age.

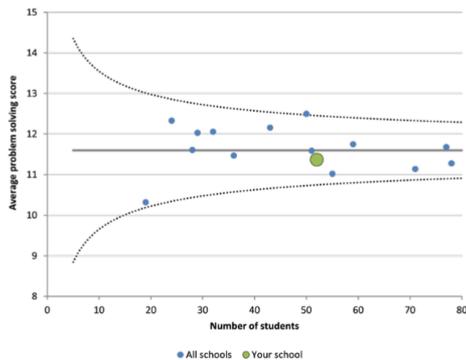


3.2 Community support

Students show **higher than average** levels of community support, suggesting that on average they feel more supported by adults in their lives than others of the same age.



The funnel plot¹⁶ below shows average scores for survey questions asked about problem solving



The dot for your school is within the funnel, which means that students show average problem solving skills, suggesting that on average they are as able to problem solve as others of the same age.

<https://uomseed.com/hs3report/>

Thankyou!



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Learning from HeadStart

Update #1: 1st November 2017
The first of a series of updates on the evaluation of the HeadStart programme

The HeadStart Programme

The HeadStart programme aims to improve the mental wellbeing and resilience of 10 to 16-year-olds between 2016-21.

The Big Lottery Fund has committed £55m for interventions to take place in 6 local authority areas: Kent, Newham, Wolverhampton, Hull, Blackpool and Cornwall.

A wide range of interventions are being trialled in schools and the community at each site.

School interventions include whole school, year group and class level support, such as education around what mental health is and what to do when experiencing a mental health problem.

Other interventions, such as one-to-one counselling sessions, are for those who are at particular risk of developing a mental health problem.

The Learning Team

The Evidence Based Practice Unit (EBPU) is leading a consortium of partners to evaluate and share learning from HeadStart between 2016-21.

Partners include Common Room, The University of Manchester, The Child Outcomes Research Consortium (CORC) and LSE.

The team is using a mixture of questionnaire and interview methods.

Young people complete questionnaires every year to help track changes in how they are feeling and behaving over time. Professionals provide information regularly about what is being offered.

Professionals and young people take part in interviews annually to explore challenges and opportunities around delivery and what young

Key progress to date

- Measuring young people's mental health and wellbeing:** Questionnaires completed by 50,848 young people in years 7 and 9 at 115 secondary schools.
- Capturing what is being offered:** Information about the interventions being offered has been provided by the sites using the standardised template. There are around 50 interventions being trialled.
- Learning from experience of implementation:** Interviews with professionals have identified challenges faced and solutions found during year 1 of the programme. Further details to follow in update #2.
- Capturing young people's experience:** Interviews have been carried out across the sites with 53 young people. These young people will be interviewed annually.

HEADSTART YEAR 1 CHALLENGES AND SOLUTIONS

Contextual Issues

- Economic context resolutions (e.g. not relying on services that may not be there in the future)
- Geographical context resolutions (e.g. digital reach)
- Schools context resolutions (See 'Working with schools')
- Finding like-minded external providers
- Managing working relationships with external providers
- Overcoming data sharing hurdles

Delays to delivery

Public services (e.g. mental health services, not about providing what we should be anyway as part of statutory services).

Although some change is exciting, inevitably some people will feel worried by that change.

Delivery of supervision and training by external providers for an in-house team

Having regular meetings and communication with providers

Lack of capacity within role

The question of breadth versus depth in terms of programme delivery

Issues recruiting within the local authority

Increased scale of the programme

Not having enough time

Working with external providers

Capacity

Delivering a good pitch to schools and providers

Importance of getting processes in place early on in the programme

'Red tape' and bureaucracy

Difficulties forming relationships with schools

Lack of initial preparation due to uncertainty about winning the funding

Working with schools

- Differing levels of school engagement
- Differing levels of consistency in implementation between schools
- Ensuring effective identification of target groups within schools
- Difficulties bringing schools on board
- Having regular communication with schools
- Promoting the value of HeadStart
- Simplicity of the approach
- Encouraging ownership of the programme
- Clarity and consistency in the approach
- Flexibility of the approach with schools
- Conveying the value of HeadStart to schools
- Importance of senior leadership team buy-in
- Encouraging sharing of learning and practice between schools
- Ensuring fit between school and programme processes
- Building good relationships with schools

Delays to delivery

What I should have done was meet people as soon as the bid went in last year and started to have conversations with them and draft the commissioning plan.

Additional funding

Provision of support for staff

Pragmatism in terms of defining programme reach

It's a little bit like I've got this huge juggernaut and I'm trying to get it up to 50 miles per hour and I've just taken the handbrake off.

KEY

THEMES CHALLENGES SOLUTIONS

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AUTHOR: Dr Emily Stapley; DESIGN: Slav Savic

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Anna Freud
National Centre for
Children and Families



Education for Wellbeing

AWARE and INSPIRE

Commissioned by
Department for Education

Wave 2 – Coming Soon!

Randomised controlled trial evaluating pioneering ways of supporting mental health and wellbeing of pupils

Need secondary schools to work with years 7, 8 and 9 trialling interventions such as mindfulness/relaxation and a range of mental health awareness lessons

More information on different interventions on our [website](#)

Contact educationforwellbeing@annafreud.org to register your interest!