

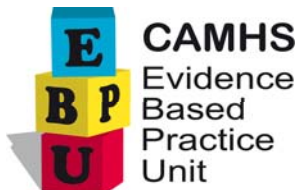
Effective mental health work in secondary schools

Dr Miranda Wolpert

*Child and Adolescent Mental Health Services (CAMHS)
Evidence Based Practice Unit (EBPU)*

University College London and Anna Freud Centre

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An exploding field

MindMatters- Australia

The screenshot shows a Windows Internet Explorer browser window displaying the MindMatters Australia website. The address bar shows the URL: http://www.mindmatters.edu.au/about/about_landing.html. The website header features the MindMatters logo with the tagline "Leading mental health and wellbeing". Navigation tabs include "About", "Professional Development", "Whole School Approach", "Resources and Downloads", "State News", and "Mental Health Help". A search bar and utility links like "Email this page" and "Print this page" are also present.

Navigation Menu:

- About
- Professional Development
- Whole School Approach
- Resources and Downloads
- State News
- Mental Health Help

Left Sidebar:

- > National Project Team
- > Mental Health Strategies
- > Key Stakeholders
- > International
- > Evaluation
- > Archive

Main Content:

You are here: Home > About

About

MindMatters is a national mental health initiative for secondary schools funded by the [Australian Government Department of Health and Ageing](#) and implemented by [Principals Australia \(formerly APAPDC\)](#).

MindMatters uses a whole school approach to mental health promotion based on the principles of the World Health Organization's [Global School Health Initiative](#) and the [Australian National Health Promoting Schools Framework \(pdf, 207kb\)](#).

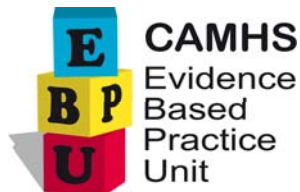
MindMatters aims to:

- > embed promotion, prevention and early intervention activities for mental health and wellbeing in Australian secondary schools
- > enhance the development of school environments where young people feel safe, valued, engaged and purposeful
- > develop the social and emotional skills required to meet life's challenges

Quick links: The MindMatters booklets are available for download from the Resources section... [more](#)

What's new: To find out about upcoming MindMatters workshops visit the Professional Development Calendar... [more](#)

The Windows taskbar at the bottom shows the Start button, taskbar icons for "T:\EBPU\EBPU Docs\...", "Microsoft PowerPoint ...", and "About | MindMatters ...". The system tray displays the time as 19:10 on Tuesday, 21/04/2009.



Mental health in schools- US

The screenshot shows a Windows Internet Explorer browser window displaying the UCLA School Mental Health Project website. The address bar shows the URL <http://smhp.psych.ucla.edu/>. The website features a green sidebar on the left with a circular logo for the 'UCLA Center for Mental Health in Schools Program and Policy Analysis'. The sidebar contains a search function and a list of links: Home, Contents & Site Map, Resources & Publications, Practitioner Toolkit & Networks, Monthly ENEWS Newsletter, Free Quarterly Journal, and Contact Us. The main content area has a 'Welcome!' message and the title 'SCHOOL MENTAL HEALTH PROJECT CENTER FOR MENTAL HEALTH IN SCHOOLS'. It includes several colorful buttons and graphics: 'First Visit? Click here', 'What's New', 'Hot Topics & Issues', 'Responding to a Crisis', 'About Us', 'About Mental Health in Schools', 'New Directions: Student Support Initiative', 'Brief Overview of the Center', 'Ideas for enhancing Support at Your School: This Month...', and 'Practitioner Toolkit & Networks'. The browser's taskbar at the bottom shows the Start button, several open applications (Inbox, Outlook, Google, UCLA School Mental...), and the system tray with the date and time (18:52 Tuesday 21/04/2009).

Positive mental attitudes- Scotland

Young People - Windows Internet Explorer

http://www.positivementalattitudes.org.uk/youngpeople.html

File Edit View Favorites Tools Help

Links >>

Young People

Home Workplace Young People Later Life Asylum Seekers Art Programme

POSITIVE MENTAL ATTITUDES
for better understanding of mental health

To read about people's personal experiences >

Young People

Curriculum Pack

Background Information

Youth Work

Young People factsheet-
[Download factsheet PDF\(8KB\)](#)

**Improving understanding
Removing stigma
Promoting recovery**

Young People

"With good mental health, young people are set up to achieve their full potential at school and to get on well emotionally and in their social lives."
Dr Clare Parkinson - Clinical Psychologist
CAMHS

We have developed a successful education programme with teacher training sessions and support to ensure secondary schools are able to deliver the informative and fun curriculum pack.

What we do:

The Positive Mental Attitudes Curriculum Pack has been delivered throughout schools in East Glasgow and comprises of 4 lessons per school year. Teachers receive the curriculum pack at training sessions, with further support being offered over the academic year to ensure schools are able to deliver it in their Personal and Social Education lessons.

Internet 100%

start

T:\EBPU\EBPU Docs... Microsoft PowerPoi... Young People - Win... Microsoft Office... Curriculum pack - M...

19:19 Tuesday 21/04/2009

Targeted mental health - England

The screenshot shows a Windows Internet Explorer browser window displaying the website for the Targeted Mental Health in Schools programme. The address bar shows the URL: <http://www.everychildmatters.gov.uk/health/tmhsproject/>. The page features a blue header with the text "Every Child Matters Change For Children" and a search bar. Below the header is a navigation menu with links for Home, News, Events, Publications and resources, Consultations, and Contacts. The main content area is divided into several sections:

- Left sidebar:** A vertical menu with blue buttons for "Aims and outcomes", "Culture, sport, play", "Early years and childcare", "Education, training, employment", "Children's and young people's health", "Healthy schools", "Substance misuse", "Teenage pregnancy", "Child and adolescent mental health services", "National Health Service", and "Obesity".
- Main content:**
 - Text: "To receive updates please [register](#) or [login](#)"
 - Targeted Mental Health in Schools programme**
 - [TaMHS Evidence-Based Guidance](#): "A summary of existing knowledge and practice about effective interventions to help children in a school context who would broadly be described as having behavioural, social or emotional problems. Intended for anyone involved in planning services for the TaMHS pathfinder project, including senior school staff."
 - Text: "Targeted Mental Health in Schools (TaMHS) is a three-year pathfinder programme aimed at supporting the development of innovative models of therapeutic and holistic mental health support in schools for children and young people aged 5 to 13 at risk of, and/or experiencing, mental health problems; and their families."
 - Text: "The programme began in April 2008 when 25 local authorities (LAs) and their corresponding Primary Care Trusts (PCTs) commenced pathfinder work. The LAs and PCTs taking part in this first phase are: Blackburn with Darwen, Blackpool, Brighton and Hove, Bury, Cornwall, Coventry, Gateshead, Gloucestershire, Hackney, Kent, Leicester City, Leeds, Lincolnshire, Luton, Merton, Norfolk, North East Lincolnshire, Northumberland, Reading, Suffolk, Southwark, Shropshire."
- Right sidebar:**
 - Registration**: Includes fields for "Email:" and "Password:", a "Log in" button, and links for "> Register", "> Forgotten your password?", and "> Registration benefits".
 - Recent additions**: Includes links for "> Safeguarding children", "> Boarding Provision for Vulnerable Children", and "> Children's and young people's health".

The browser's taskbar at the bottom shows the Start button, several open applications (including Microsoft PowerPoint and Office Word), and the system tray with the date and time: Tuesday, 21/04/2009, 19:20.

National Evaluation of Targeted Mental Health in Schools (2009-11)

University College London – CAMHS EBPU

Dr Miranda Wolpert
Professor Peter Fonagy
Professor Norah Frederickson
Dr Jessica Deighton
Dr Sevasti-Melissa Nolas
Elizabeth Bridger
Amelia Martin
Vanathi Tharmaratnam
Professor Jay Belsky (independent consultant)
Professor Antony Fielding (independent consultant)

CEM Durham University

Professor Peter Tymms
Dr Robert Coe
Mike Cuthbertson
Dr John Little
Neville Hallam

University of Manchester

Dr Neil Humphrey

University of Leicester

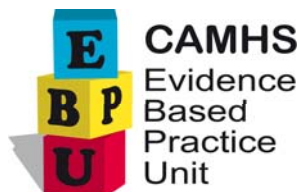
Professor Panos Vostanis

National Institute of Economic and Social Research

Dr Pam Meadows

Advisory Group

Professor Sir Michael Rutter, Institute of Psychiatry
Professor Bette Chambers, University of York
Professor Alistair Leyland, Medical Research Council



Caring for young minds



National Evaluation TaMHS

Two studies

- Study 1 (2008-11): a natural variation/multi-level-modelling study in all 25 Pathfinder Local Authorities who are initially implementing TaMHS. The data will be analysed to explore the links between TaMHS models and specified outcomes (e.g., improvements in child mental health).
- Study 2 (2009-11): a randomised controlled trial (RCT) in which Local Authorities have been randomly selected to implement TaMHS in 2009 (44 authorities) or 2010 (30 authorities). This also includes random allocation of local authorities and schools to experimental conditions designed to test different forms of support



National Evaluation of TaMHS data collected 2009

- 465 schools
 - 374 schools with year 4 pupils (including 39 comparison schools)
 - 94 schools with year 7 pupils (including 13 comparison schools)
- 19,661 pupils completed student questionnaires (343 opt outs)
 - 9,804 Year 4
 - 9,857 Year 7
- 1, 841 parents completed questionnaires about their children
- Teacher questionnaires were completed by
 - 2470 year 4 pupils
 - 1545 year 7 pupils



The Need

NICE guidelines (Sept 2009)

One in 10 students in secondary education say they are not happy and one in three reports feeling low each week (Morgan et al. 2006). Over a third (35%) of students in mainstream secondary schools fear being bullied and just under a quarter (23%) report having been bullied (MORI 2004).

The prevalence of mental illness among young people increased between 1974 and 1999 (Collishaw et al. 2004). However, this upward trend was halted between 1999 and 2004 (Office for National Statistics 2004).

In 2004, 12% of young people aged 11–16 years had a clinically diagnosable mental illness (Office for National Statistics 2004): conduct disorders (almost 7%) and emotional disorders (5%) were the most common among this age group. Generally, mental illness affects boys more than girls.

A third of children (33%) with conduct disorders have been excluded from school at some point and nearly a quarter (22%) have been excluded more than once (Office for National Statistics 2004).

NICE guidelines cont

Children and young people who are exposed to difficult situations such as bullying or racism, or who are coping with socially disadvantaged circumstances are at higher risk of experiencing emotional and behavioural difficulties. They may include:

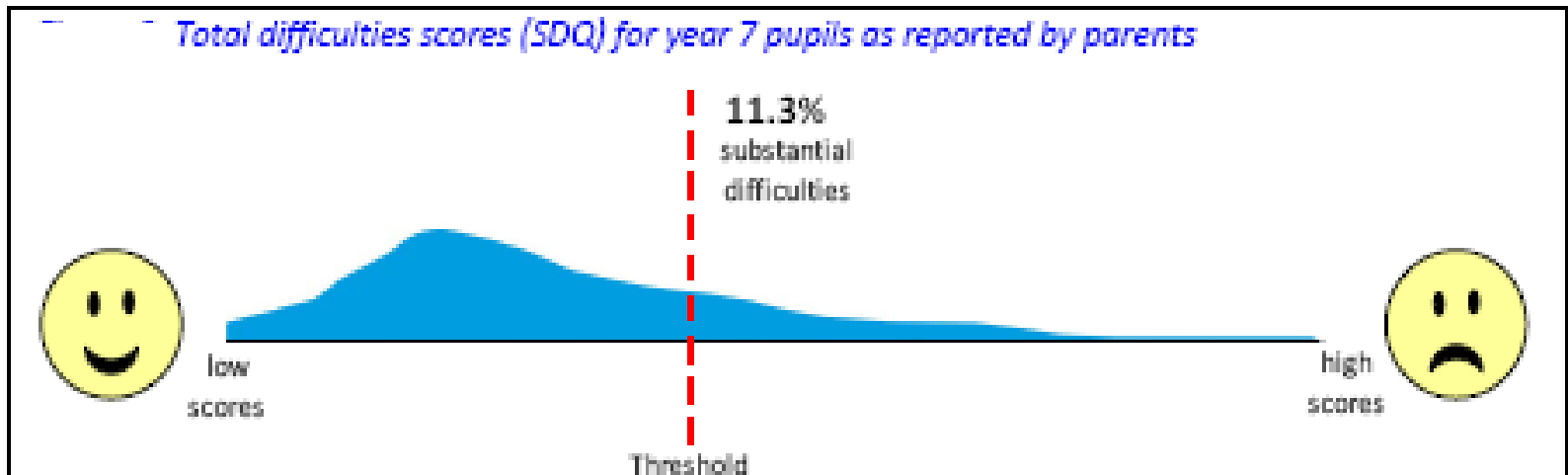
- looked after children
- those who have experienced adverse life events (such as bereavement or parental separation)
- those who have been exposed to abuse or violence
- those with chronic health problems (such as diabetes and asthma) and disabilities.

In a class of 20: Around 2 with “mental health problems”

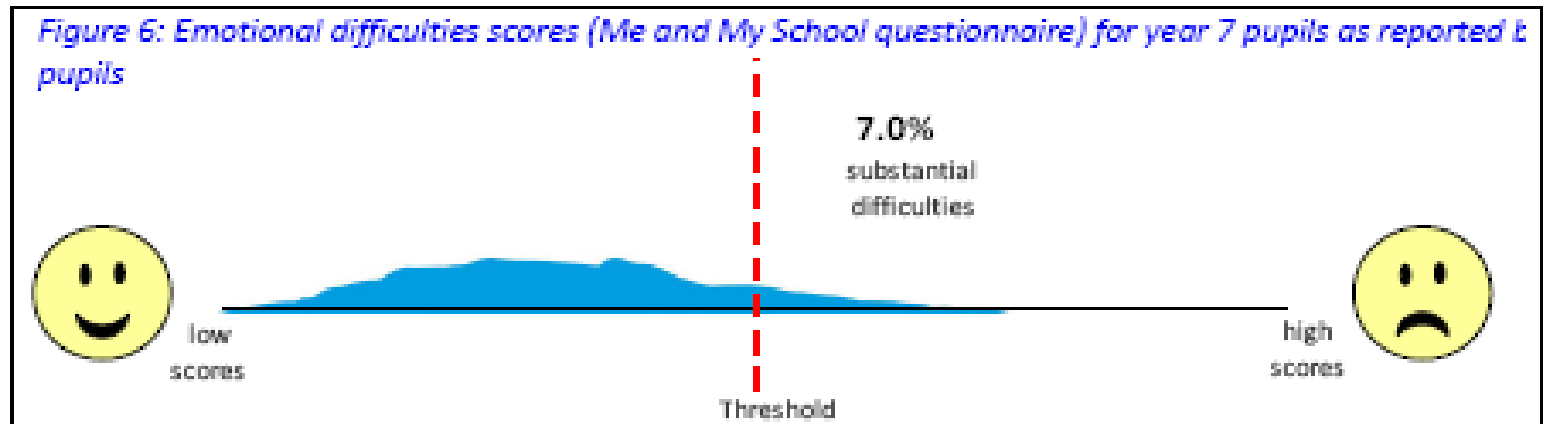
In a secondary school of 1000 pupils across a year:

- 50 clinically depressed
- 10 emotional problems including self harm
- 100 significant behavioural disturbance
- 100 with anxiety states/phobias
- 10 eating disorder
- up to 10 attempt suicide
- 7-11% experiencing abuse

Prevalence in UK schools 2009: National Evaluation of Targeted Mental Health in Schools

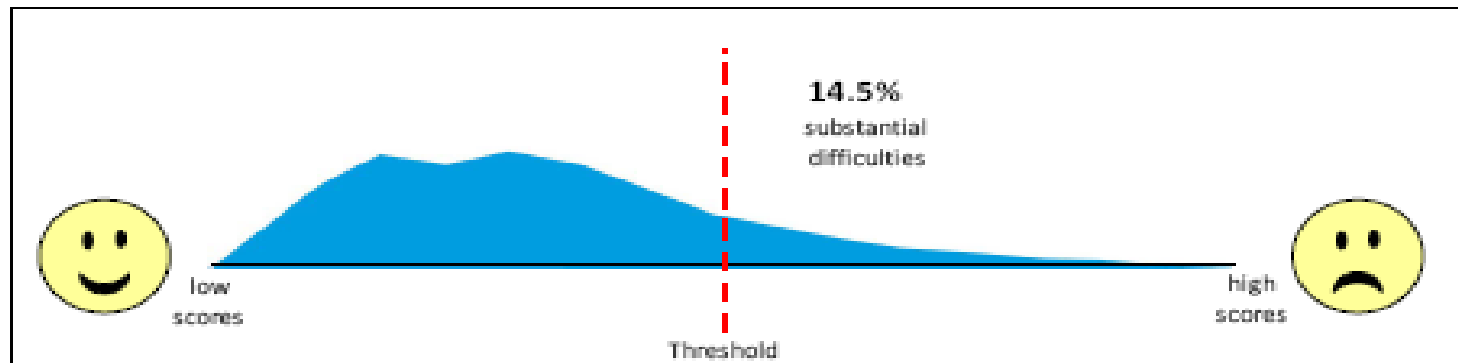


Prevalence in UK schools 2009: National Evaluation of Targeted Mental Health in Schools



Prevalence in UK schools 2009: National Evaluation of Targeted Mental Health in Schools

Behavioural difficulties



The danger ?

“There is a danger of pathologising the every day problems that children experience, by identifying them and treating them through the mental health services” (O’Hanlon 2000 quoted in Gott 2003)

Risk and protective factors

Risk factors for reduced emotional well being

- Poverty
- Poor environment
- Family problems
- Temperament
- Learning disability
- Being an asylum seeker
- Living with only one natural parent, either in a step-family or with a lone Parent
- Parental unemployment
- Being looked after
- Large family size (5+)
- Living in families where the main breadwinner was unemployed
- Enduring physical ill health
- Experienced physical or sexual abuse/ witnessed domestic violence
- A parent with mental health problems.

Factors that promote emotional well being

- High self esteem
- Good relationships
- Good housing
- Stable relationships
- Temperament adaptability
- High IQ
- Fairness and stability in relationships

What is being done in UK

What Local Authorities are doing across UK – National Evaluation of TaMHS

Type of support	Phase 1 (Number of LAs = 24)
1. Social And Emotional Skills Development Of Pupils ²⁴	70.8%
2. Creative And Physical Activity For Pupils	25.0%
3. Information For Pupils	25.0%
4. Peer Support For Pupils	29.2%
5. Behaviour For Learning And Structural Support For Pupils	58.3%
6. Individual Therapy For Pupils	50.0%
7. Group Therapy For Pupils	37.5%
8. Information For Parents	20.8%
9. Training For Parents	20.8%
10. Counselling/Support For Parents	8.3%
11. Training For Staff	66.7%
12. Supervision And Consultation For Staff	45.8%
13. Counselling/Support For Staff	29.2%
14. Whole School Culture Change	33.3%



Young peoples strategies (13-14 year old self report)

- Long baths
- Physical activity
- Eating chocolate
- Sleeping
- Talking with friends (more true of young women than young men)

What we know currently about works best, for whom, in what context, and at what cost?

Limitations of the evidence based

- Paucity of research
- Most research currently from US
- Few RCTs (or indeed CTs)
- Few intention to treat designs
- Few control groups included
- Less on secondary than primary
- Lack of research on recovery or reintegration

Some evaluated Prevention/Promotion Programmes in secondary schools

- Seattle programme
- School Transition Environmental Project (STEP)
- Gang Resistance Education Training (GREAT)
- Suicide prevention
- Depression preventions projects

Some Evaluated Programmes for those with problems/at risk

- Peer education/mentoring programmes
- CBT group work e.g. FRIENDS
- PTSD intervention
- Social skills training for antisocial youth

Overview of common factors

- Consistency and persistence
- inclusion of parents teachers and peers
- multiple modalities
- integration into core curriculum
- start early and take developmental approach
- skills based
- school environment: foster warm relationships, encourage participation, develop pupil and teacher autonomy, foster clarity about boundaries, rules and expectations.
- Teachers must have their own needs met

Miranda.wolpert@annafreud.org

