





**Adolescent Mental Health** 

The impact of school experiences on later mental health and social functioning

Lucie Crowter

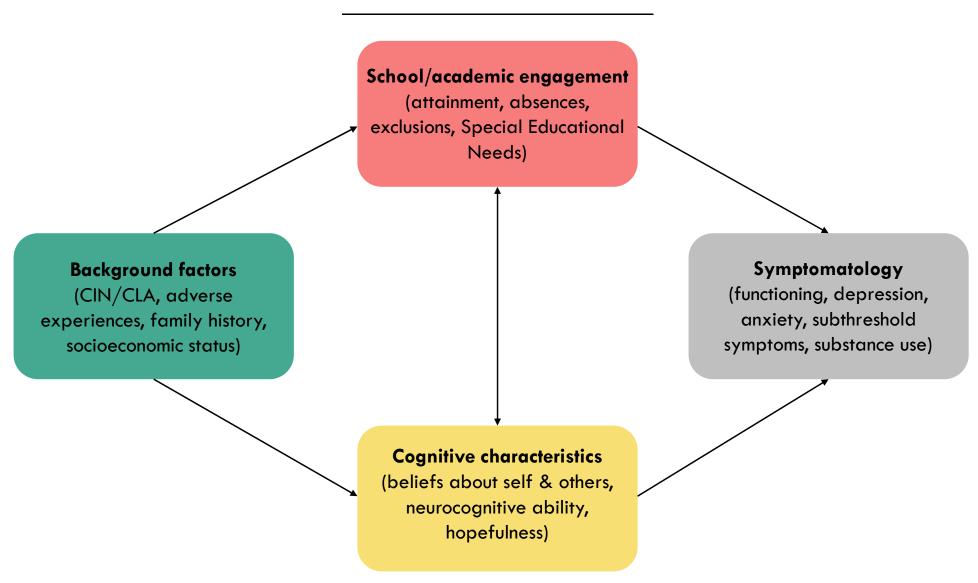
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Adolescent Mental Health Why is it important?



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# PhD OUTLINE

PART
1

PRODIGY analyses



PART 2

Research data & NPD



PART
3

SEQual Study



# PhD OUTLINE

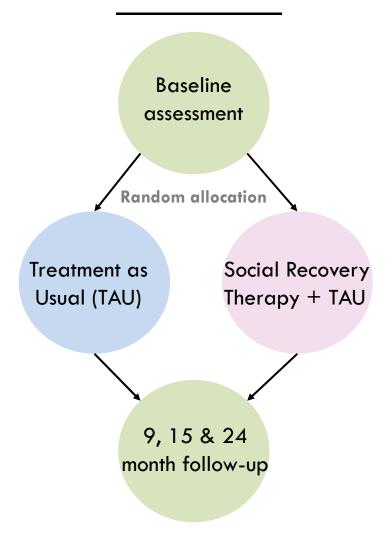








### The PRODIGY trial





#### **Participants:**

16-25 years old
Social disability
Severe and complex mental
health difficulties

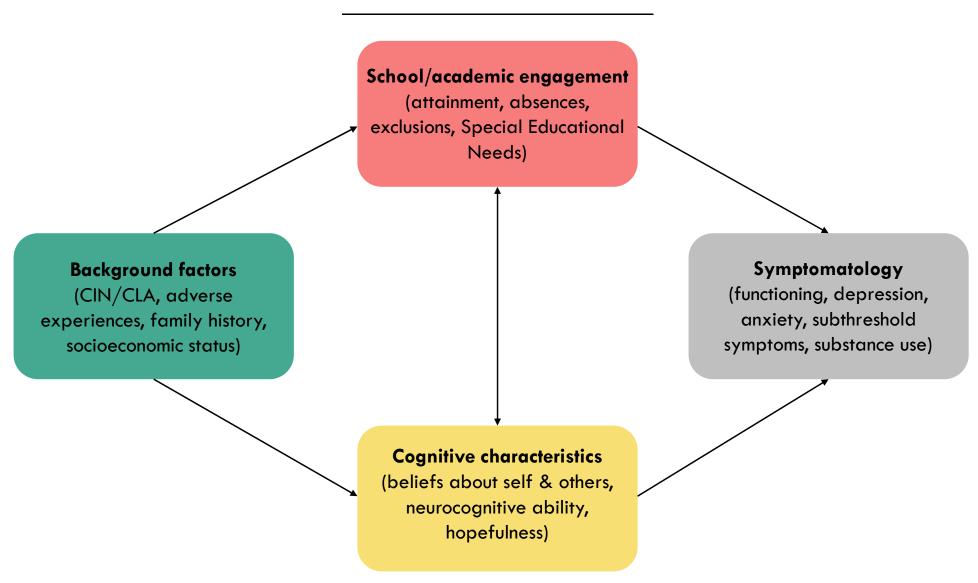
#### **Outcomes:**

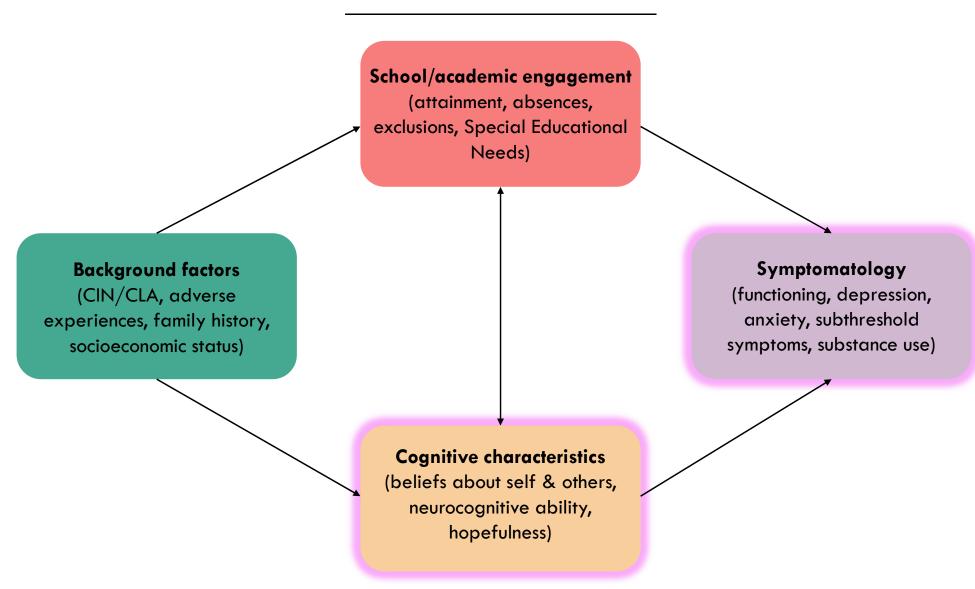
Social functioning

Mental health

Cognitive characteristics

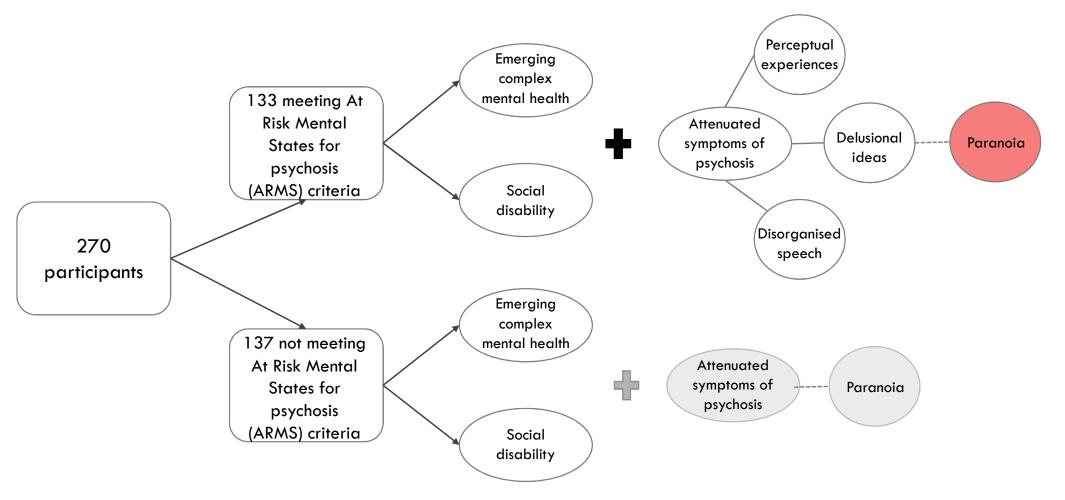
Neurocognition





#### The PRODIGY trial





#### Paranoia:

Persecution

Threat

Harm

I often feel that others have it in for me I am sure I am being talked about behind my back Do you sometimes feel that other people are watching you?

Cognitive models of persecutory delusions/paranoia:

A role for emotional dysfunction and negative cognition in the formation and maintenance of paranoid ideation

#### Schematic beliefs:

**Negative** self

I am a failure

self

I am valuable

**Positive** 

Other people are hostile

Negative

other

**Positive** other

Other people are supportive

## Negative emotionality:

(Social) Anxiety

&

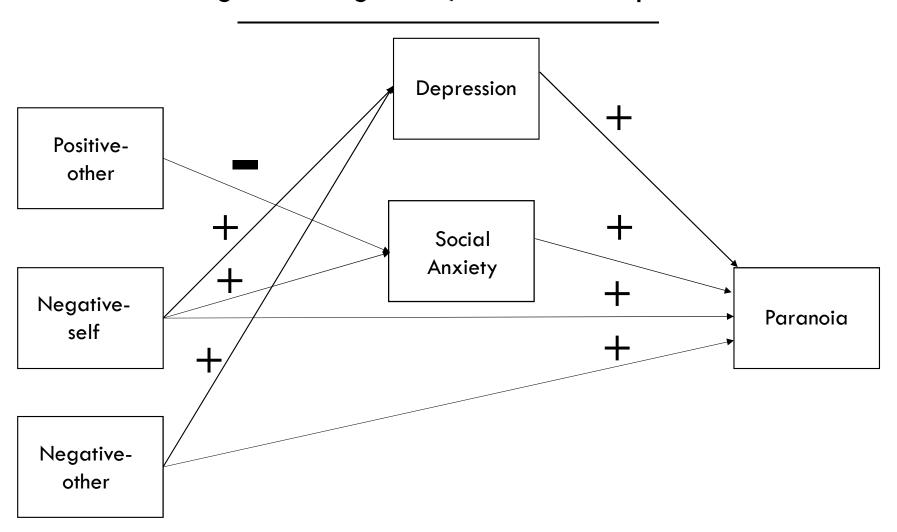
**Depression** 

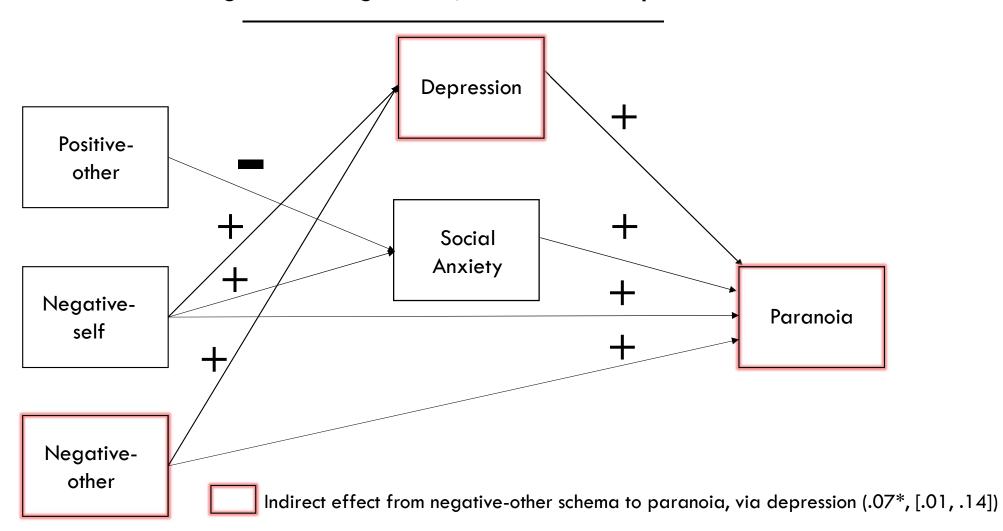
## ARMS and non-ARMS comparisons

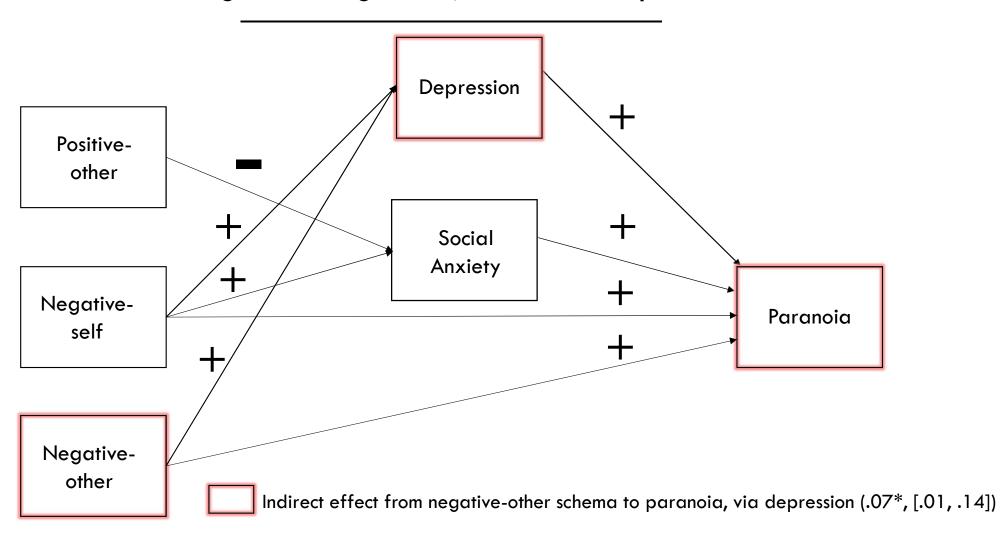
Table 1. t-test results comparing BDI scores, SIAS scores and schema in ARMS and non-ARMS groups

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	ARMS	non-ARMS	
	Mean (SD)	Mean (SD)	t-value(df)
SSI paranoia scores	13.14(6.45)	8.07(6.12)	6.60(266)**
BDI-II affective-somatic scores	20.15(7.42)	16.63(8.32)	3.60(259)**
SIAS total scores	52.58(14.14)	47.99(15.81)	2.47(258)*
Negative-self schema	11.47 (6.21)	8.75 (6.36)	3.50(260)**
Positive-self schema	5.19 (4.48)	5.60 (4.60)	72(259)
Negative-other schema	10.40 (6.08)	6.94 (5.69)	4.80(265)**
Positive-other schema	7.49 (5.43)	9.00 (5.45)	-2.26(264)*

<sup>\*</sup> p≤0.05, \*\*p≤.001







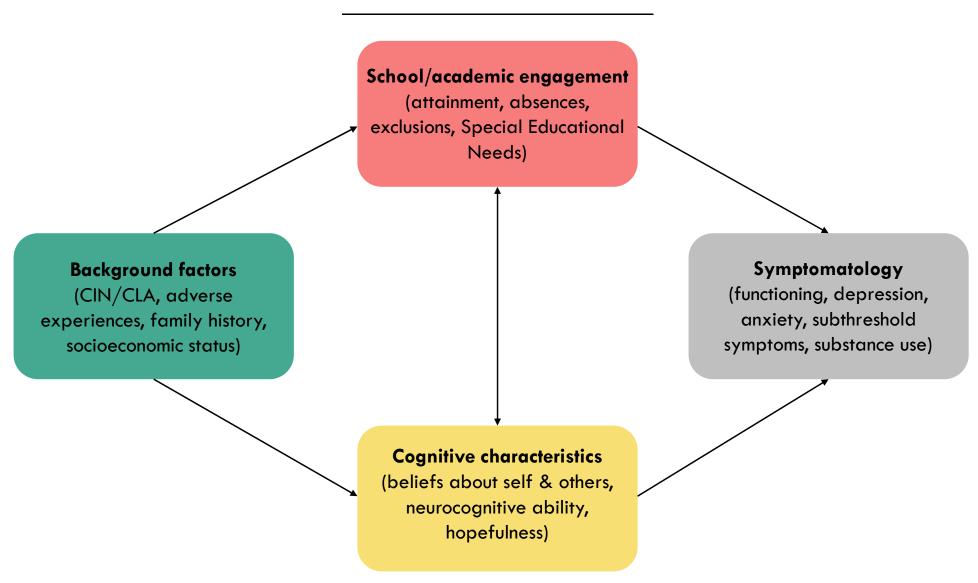
ARMS vs. non-ARMS: ( $\Delta \chi^2$  (8) = 5.16, p = .74)

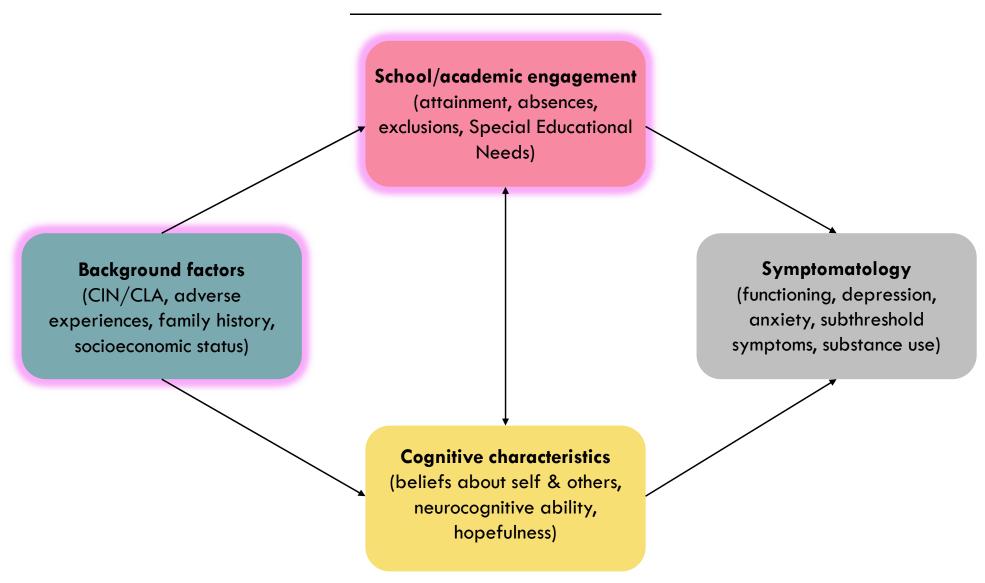
# PhD OUTLINE

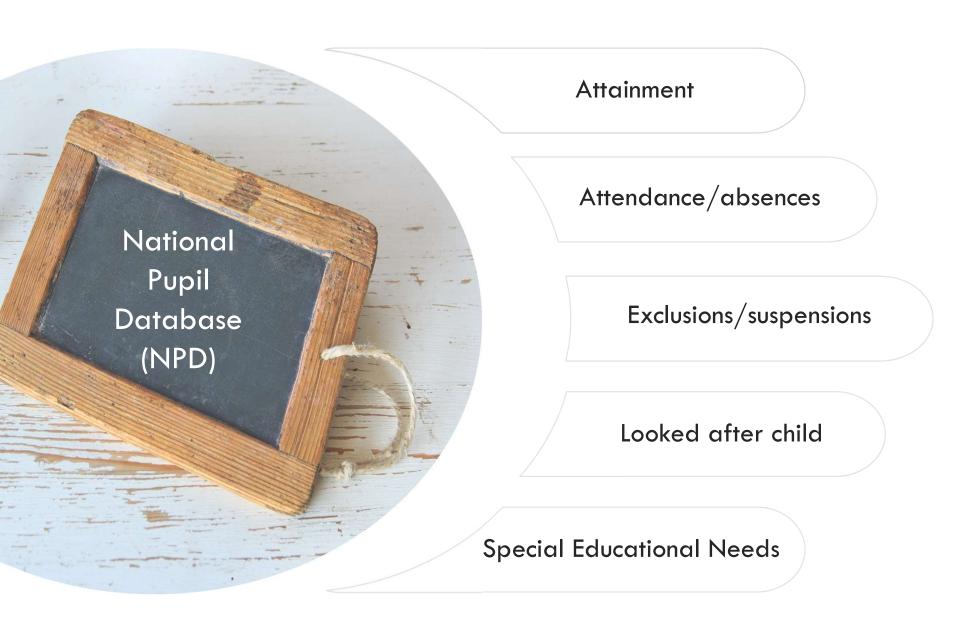




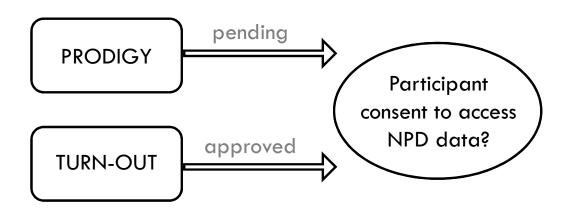








## Matching research & school data





Can we identify risk or protective factors for later social and mental health outcomes?



Are the identified risk and protective factors working independently, or are there additive effects?



Can we identify young people most at risk of mental health & social difficulties?



What are the implications for developing support for young people most at risk?

## TURN-OUT study data + NPD data





Cross-sectional data including:

Functioning
Emotional disturbance
Anomalous experiences
Social support

Data requested for 105 participants

Data received on key variables for  $\sim$ 80-100 participants ( $\sim$ 60-80 students &  $\sim$ 20 NEET)

#### **Preliminary findings:**

Significant differences in attainment between groups at early stages of education (across all key subjects) Significant group differences in mean absences from school & persistent absence indicators

#### What next?

- comparisons of mental health symptomatology across these two groups after controlling for the attendance and attainment differences
- examination of other factors linked to group differences that can be found in the NPD, such as SEN status

## SEQual qualitative study



Talking to PRODIGY participants about their experiences at school

• peer relationships • belonging • additional support • safety • time out of school • mental health

How do young people experiencing current social disability and mental health difficulties remember their time at school?

In what ways do they feel that time at school shaped their later experiences?

What kind of person were you at school?

In what ways did you feel like you were part of the school community?

How did you get on with other students at school?

In what ways did your family support your experiences at school?

## SEQual qualitative study

Transition to secondary school

"They expect you as soon as to hit year 7, to kind of jump in the deep end and for some students that might work but I'd say for a lot of them it just doesn't and we panic and we struggle, and then we're too scared to ask for help because we don't want to be seen as less"

"So for primary school and junior school, absolutely loved it...it was what I would call some of the happiest times in my little life. And then once I hit secondary school (laughs) everything took a massive kind of nosedive"

"I was in year seven that's when, like I started being more naughty...when I got to year seven, this is looking back on it, the reason why I was so naughty at school, you would have a different teacher for every lesson"

## SEQual qualitative study

Feeling outside of the group

"Why can't you just be like us? You know it's like well I don't, this is me though, I like, you know, a cup of tea over going out and things like that... you can't change it even if you do try like I did. I tried to fit in, I tried to be someone I wasn't and it just got worse"

"even though I was surrounded by other people I was quite lonely"

"everyone seemed to be in their own group...and I would just go round to different, be parts of different ones every day...I was never a part of any, I would just drift around"







# Thank you for listening!







With thanks to Robin, David & Clio and to Mental Health Research UK

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