Children and Young People's Mental Health Indicators for Scotland

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Indicator Set Launch Event
Glasgow Royal Concert Hall, 25th November 2011

www.healthscotland.com/scotlands-health/population/mental-health-indicators/children.aspx

Presentation Overview

- Background

- Process

- Supporting work

- Framework, indicators and data gaps

- Key issues

- Relevance to other policy agendas

- Next steps

- Key messages

Background - aim and rationale

- National, sustainable mental health indicators for C&YP

- *Towards a Mentally Flourishing Scotland* (TAMFS) commitment 4

- Mental health profile

    - decision-making

    - policy development

    - accountability

Background - coverage

- Mental health = mental wellbeing and mental health problems

- Mental health state & associated contextual factors

- National level but….. suitable for local use where applicable

- Children and young people aged pre-birth to 17 (adults if impact)

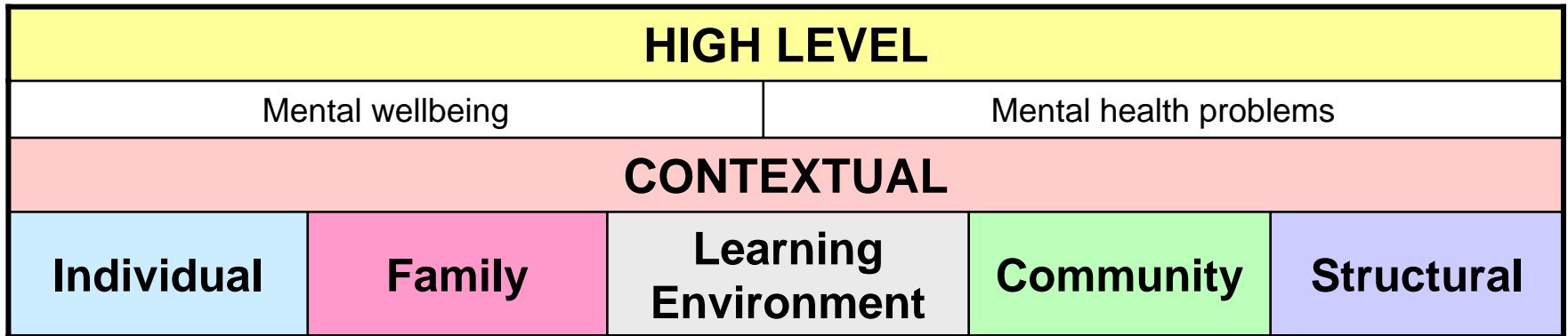- General population of children and young people

Process

- Built on adult experience

- Mixed approach

- Expert advisory group

- Views of children and young people

- Desirable set, data scoping, practical set, data gaps, new data

- Modified adult indicators framework – consultation 2010

- Supporting work

Commissioned Work

- Review of views on impacts on mental health, Shucksmith *et al* 2009

- Focus group consultation on draft framework, Elsley & McMellon 2010

- Validation of Warwick-Edinburgh Mental Well-being Scale, Clarke *et al* '10

  - Suitable population measure for C&YP aged 13+
  - Scottish Schools Adolescent Lifestyle and Substance Use Survey (SALSUS)

www.healthscotland.com/scotlands-health/population/Measuring-positive-mental-health.aspx

Framework

HIGH LEVEL				
Mental wellbeing		Mental health problems		
CONTEXTUAL				
Individual	Family	Learning Environment	Community	Structural

HIGH LEVEL CONSTRUCTS				
Mental wellbeing		Mental health problems		
CONTEXTUAL CONSTRUCTS				
Individual	**Family**	**Learning Environment**	**Community**	**Structural**
Learning and development	Family relations	Engagement with learning	Participation	Equality
Healthy living	Family structure	Peer & friend relationships	Social networks	Social inclusion
General health	Parental healthy living	Educational environment	Social support	Discrimination
Spirituality	Parental health	Pressure and expectations	Trust	Physical environment
Emotional intelligence			Safety	Violence
Life events				Culture

Mental wellbeing indicators

INDICATOR	MEASURE	DATA SOURCE
Mental wellbeing		
Mental wellbeing	• Mean score for 16 and 17 year olds on WEMWBS	• Health Survey
	• Mean score for S2 and S4 pupils on WEMWBS	• SALSUS
	• *Assessment of mental wellbeing of children aged 8 to 13 years old*	• *No suitable data*
	• *Assessment of mental wellbeing of children at entry to P1*	• *No suitable data*
	• *Assessment of mental wellbeing of children aged 24 to 30 months*	• *No suitable data*
Life satisfaction	• Mean score of how satisfied 16 and 17 year olds are with their life as a whole nowadays	• Health Survey
	• Mean score for P7, S2 and S4 pupils on an adapted Cantril ladder	• HBSC
Life happiness	• % P7, S2 & S4 pupils who feel very happy with their life at present	• HBSC
Pro-social behaviour	• % of S2 and S4 pupils with a 'normal' score on the pro-social scale of the Strengths and Difficulties Questionnaire	• SALSUS
	• % of 4 to 12 year olds with a 'normal' score on the pro-social scale of the Strengths and Difficulties Questionnaire	• Health Survey

Data-less mental wellbeing indicators

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Mental health problems indicators

Mental health problems
Common mental health problems
Emotional and behavioural problems *- data-less very early years*
Emotional symptoms
Conduct problems
Hyperactivity/inattention
Sadness
Alcohol dependency
Drug-related disorders
Suicide
Self-harm
Eating disorders

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Eating disorders

Learning and development
Play
Readiness for school

Healthy living
Physical activity
Healthy eating
Obesity
Alcohol consumption
Drug use
Smoking
Sexual health

General health
Self-reported health
Long-standing physical condition or disability
Limiting long-standing physical condition or disability

Spirituality
Spirituality

Emotional intelligence
Emotional intelligence

Life events
Stressful life events
Adverse childhood experiences

Individual constructs

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Play
Readiness for school
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Spirituality

Emotional intelligence
Emotional intelligence

Life events
Stressful life events
Adverse childhood experiences

Data-less individual indicators

Family relations
Parent-child relationship
Nurturing adult
Family meals
Talking to parents
Treatment by parents
Parental discord
Caring for a family member
Family structure
Lone parent family
Contact with non-resident birth parent
Teenage parents
Parental imprisonment
Parental healthy living
Maternal smoking in pregnancy
Maternal alcohol use in pregnancy
Maternal drug use in pregnancy
Parental problematic alcohol consumption
Parental problematic drug use
Parental health
Parental mental wellbeing – *pregnancy*
Parental common mental health problems - *pregnancy*
Postnatal depression
Parental alcohol dependency
Parental limiting long-standing physical condition or disability

Family constructs

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Teenage parents
Parental imprisonment
Parental healthy living
Maternal smoking in pregnancy
Maternal alcohol use in pregnancy
Maternal drug use in pregnancy
Parental problematic alcohol consumption
Parental problematic drug use
Parental health
Parental mental wellbeing *– pregnancy*
Parental common mental health problems *- pregnancy*
Postnatal depression
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Data-less family indicators

Engagement with learning
Pre-school home learning environment
School attendance
Liking of school
Peer and friend relationships
Early years friendships
Close friends
Relationship with best friend
Peer relationship problems
Acceptance by peers
Experience of being bullied
Participation in bullying
Educational environment
Treatment by teachers
Relationship with teachers
Relationship with all school staff
Control at school
School ethos – *wider success, overall school ethos*
Pressures and expectations
Time pressure
Choice of how spend free time
Pressure of school work
Pressure to succeed in life
Pressure to fit in

Learning environment constructs

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Data-less learning environment indicators

Participation
Sense of agency
Respect of children's rights
Influencing local decisions
Participation in clubs, groups, or organisations
Social networks
Contact with peers
Social support
Social support
Trust
Neighbourhood trust
Community cohesion
Informal social control
Safety
Neighbourhood safety

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Data-less community indicators

Equality
Absolute / Relative / Persistent poverty
Income inequality
Equality analysis
Social inclusion
Workless households
Positive and sustained destinations
Education / School exclusion
Homelessness
Feeling lonely
Looked after children / Additional support needs
Discrimination
Discrimination and harassment
Perception of attitude of adults towards children and young people
Stigma towards children and young people
Physical environment
Neighbourhood satisfaction
Free time places
Greenspace
House condition / Overcrowding
Violence
Domestic abuse
Child protection
Neighbourhood violence
Culture
Perception of looks / Body image
Culture and values

Structural constructs

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Data-less structural indicators

Key Issues (1)

- Evidence-base

- Data source

    - some limited age coverage

    - multiple measures

    - extension to age in a few instances

    - disaggregation

    - representativeness

    - sustainability

Key Issues (2)

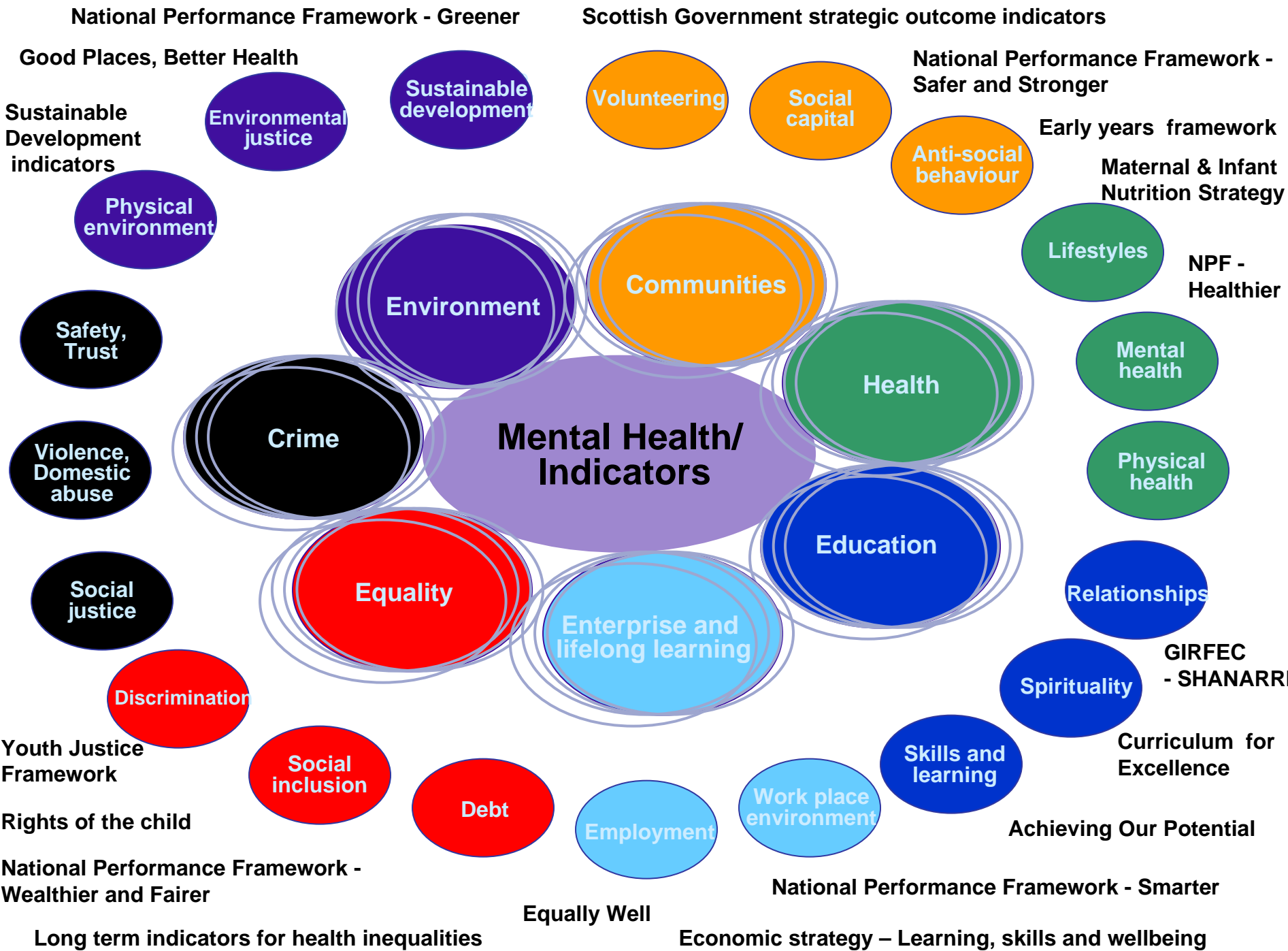- What's measurable v. what desirable – gaps in data coverage

  - all ages, especially early years

  - all areas

  - entire constructs eg learning & dev't, discrimination, violence

  - suitable assessment tools

  - recommendations

Key Issues (3)

- Raising awareness and influencing data collection systems
    - SALSUS - WEMWBS

- Align with wider policy initiatives

- Maintaining links with other policy agendas

Links to Other Agendas

- Scottish Government strategic outcome indicators

- Getting it Right For Every Child (GIRFEC)

- Curriculum for Excellence

- Early Years Framework

- Equally Well

- Achieving Our Potential

- Youth Justice Framework

- Promoting Positive Outcomes

- Skills for Scotland: A Lifelong Skills Strategy

- Good Places, Better Health

- Government Economic Strategy

National Performance Framework - Greener

Scottish Government strategic outcome indicators

Good Places, Better Health

National Performance Framework - Safer and Stronger

Sustainable Development indicators

Early years framework

Maternal & Infant Nutrition Strategy

NPF - Healthier

Environmental justice

Sustainable development

Volunteering

Social capital

Anti-social behaviour

Physical environment

Lifestyles

Safety, Trust

Environment

Communities

Health

Mental health

Violence, Domestic abuse

Crime

Mental Health/ Indicators

Education

Physical health

Social justice

Equality

Enterprise and lifelong learning

Relationships

Discrimination

Spirituality

GIRFEC - SHANARRI

Youth Justice Framework

Social inclusion

Skills and learning

Curriculum for Excellence

Rights of the child

Debt

Employment

Work place environment

Achieving Our Potential

National Performance Framework - Wealthier and Fairer

National Performance Framework - Smarter

Equally Well

Economic strategy – Learning, skills and wellbeing

Long term indicators for health inequalities

Next steps

- Final report

- Reporting on data

- Potential wider use – examples from use of the adult indicators
  - Local mental health profile
  - Strategic thinking
  - Mental health improvement outcomes framework and SOAs
  - Strengthening the link to the contextual factors

- Future

Key Messages

1. First set of mental health indicators for children and young people

2. Relevance to wide reaching policy agendas

3. Comprehensive and multi-faceted development process

Contact Details

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WEMWBS

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