

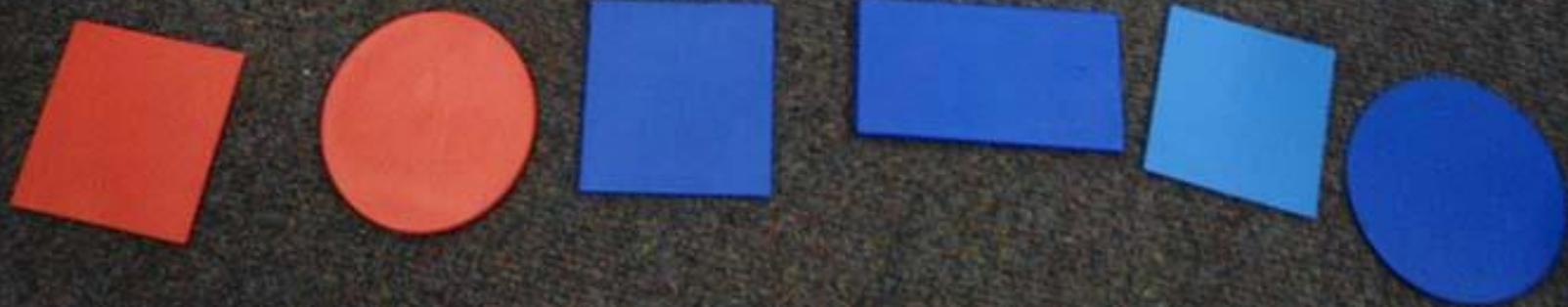
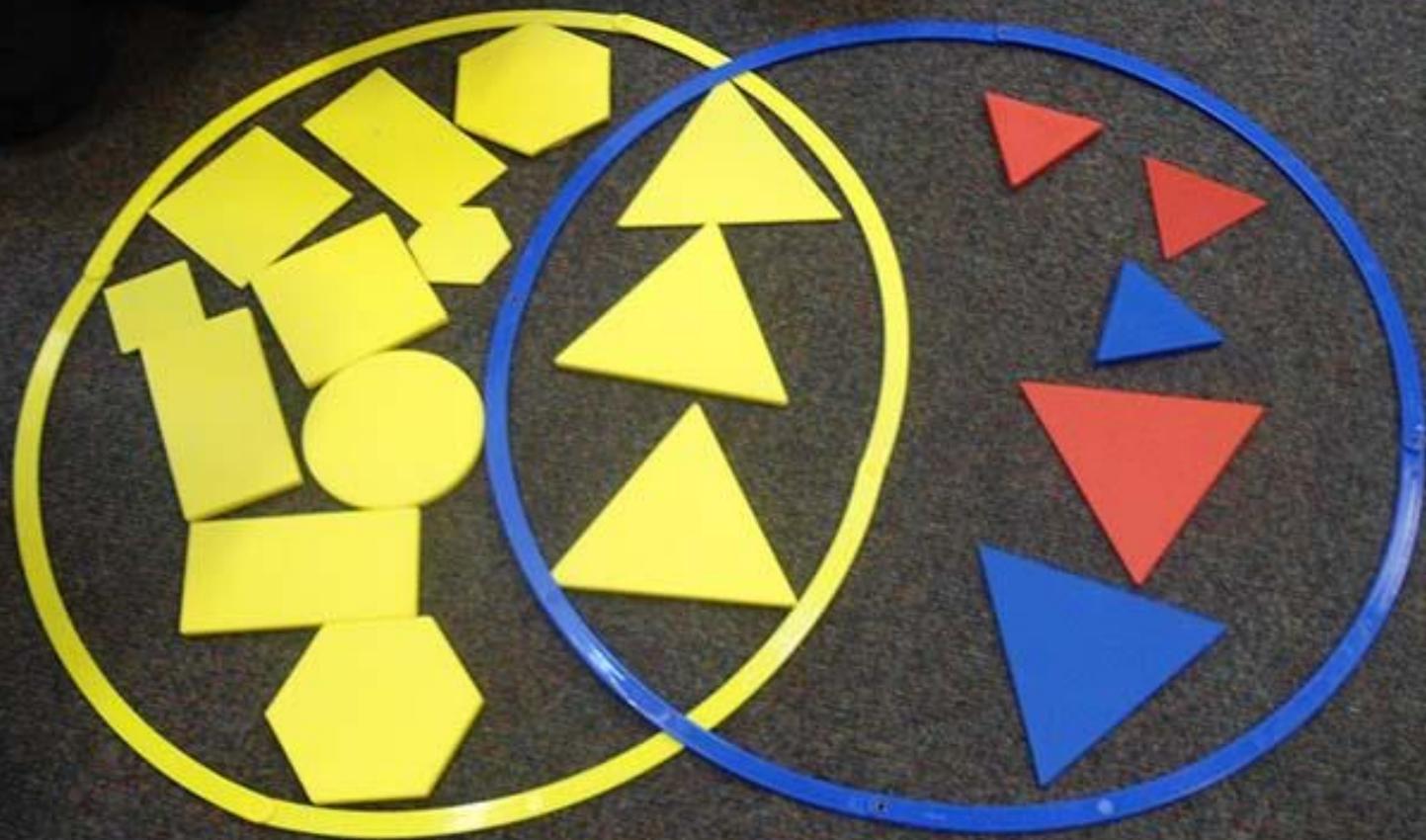


Developing **E**arly Identification & **A**ccess in **L**earning Environments

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CAMHS innovation research group, NIHR CLAHRC East of England

Overview

- From Delphi to DEAL
- Role of education in MH response
- Early detection and response in schools
- The DEAL study
 - What we're trying to find out
 - How
 - Importance of context



Key findings

- Promotion and prevention:
- The role of schools
- Getting help:
- How, more than what
- Measuring success:
- Wellbeing, relationships, participation
- Working together:
- Top to bottom sharing

National ambition to local delivery

Department of Health

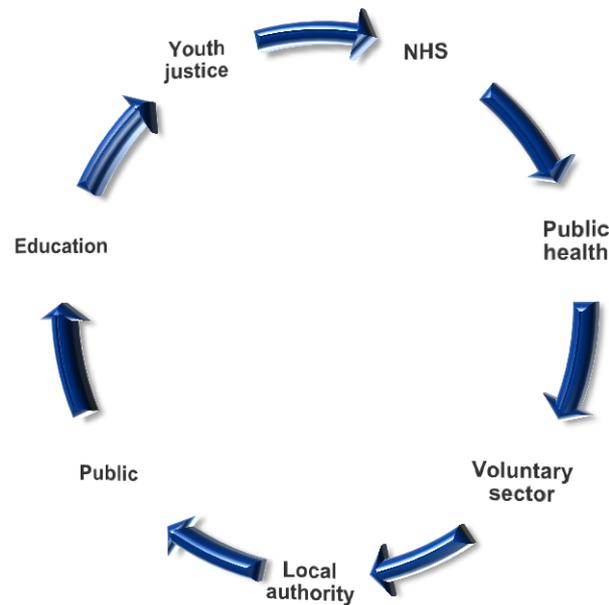
NHS England

Future in mind

Promoting, protecting and improving our children and young people's mental health and wellbeing



The illustration shows two hands holding various symbols: a speech bubble with 'LISTEN', a sign with 'TOGETHER', a sign with 'RIGHT', a sign with 'TRUST', a sign with 'LIVE WITH IT', a sign with 'RIGHT PLACE', a house, a clock, a sign with 'SUPPORT', and a sign with 'RIGHT DECISION'.



Local Transformation Plan



The map shows the following areas: PETERBOROUGH (pink), FENLAND (green), EAST CAMBRIDGESHIRE (blue), HUNTINGDONSHIRE (cyan), CAMBRIDGE CITY (dark blue), and SOUTH CAMBRIDGESHIRE (yellow).

2015

2016-2020

‘...while every plan mentions the importance of connections with schools, it was clear that schools were not closely involved in the development of the plans

Education Policy Institute, 2016

- Committees
 - All committees A-Z
 - Commons Select
 - Health Committee
 - Inquiries
 - Parliament 2015
 - Children and young people's mental health - role of education**
- Publications

Health Committee



Children and young people's mental health - role of education inquiry

Inquiry status: **open**

Oral evidence ongoing.

Scope of the inquiry

We are seeking evidence for a short inquiry specifically examining the role of education in promoting emotional wellbeing in children and young people and preventing the development of mental health problems. With a specific focus on the role of educational settings in prevention and early intervention, the Committee will be examining:

- Promoting emotional wellbeing, building resilience, and establishing and protecting good mental health
- Support for young people with mental health problems
- Building skills for professionals
- Social media and the internet



■ [Terms of reference: Children and young people's mental health - the role of education](#)

Latest evidence

14 Mar 2017 - [Children and young people's mental health—the role of education - oral evidence](#) | PDF version (📄 349 KB) 📄
HC 849 | Published 16 Mar 2017
Evidence given by Emily Frith, Director of Mental Health, Education Policy Institute, Professor Dame

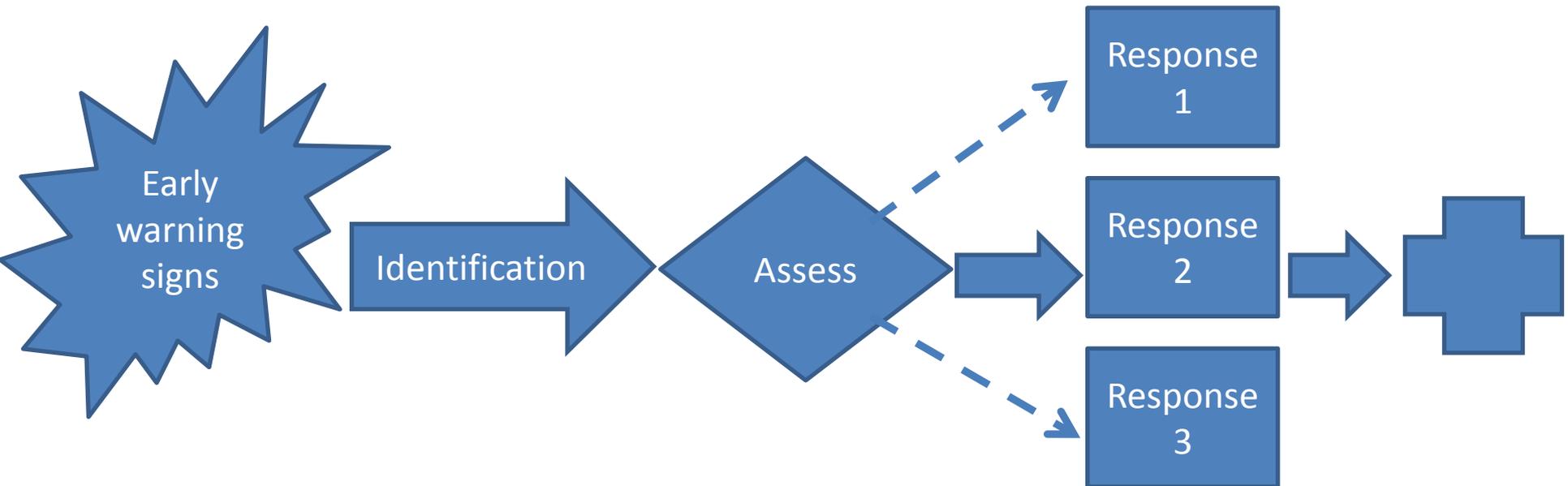
Next meeting(s)

29 March 2017 | 9:30 am
Oral Evidence Session

Children and young people's mental health—the role of education

▼ [View details](#)

Identification as part of an effective system

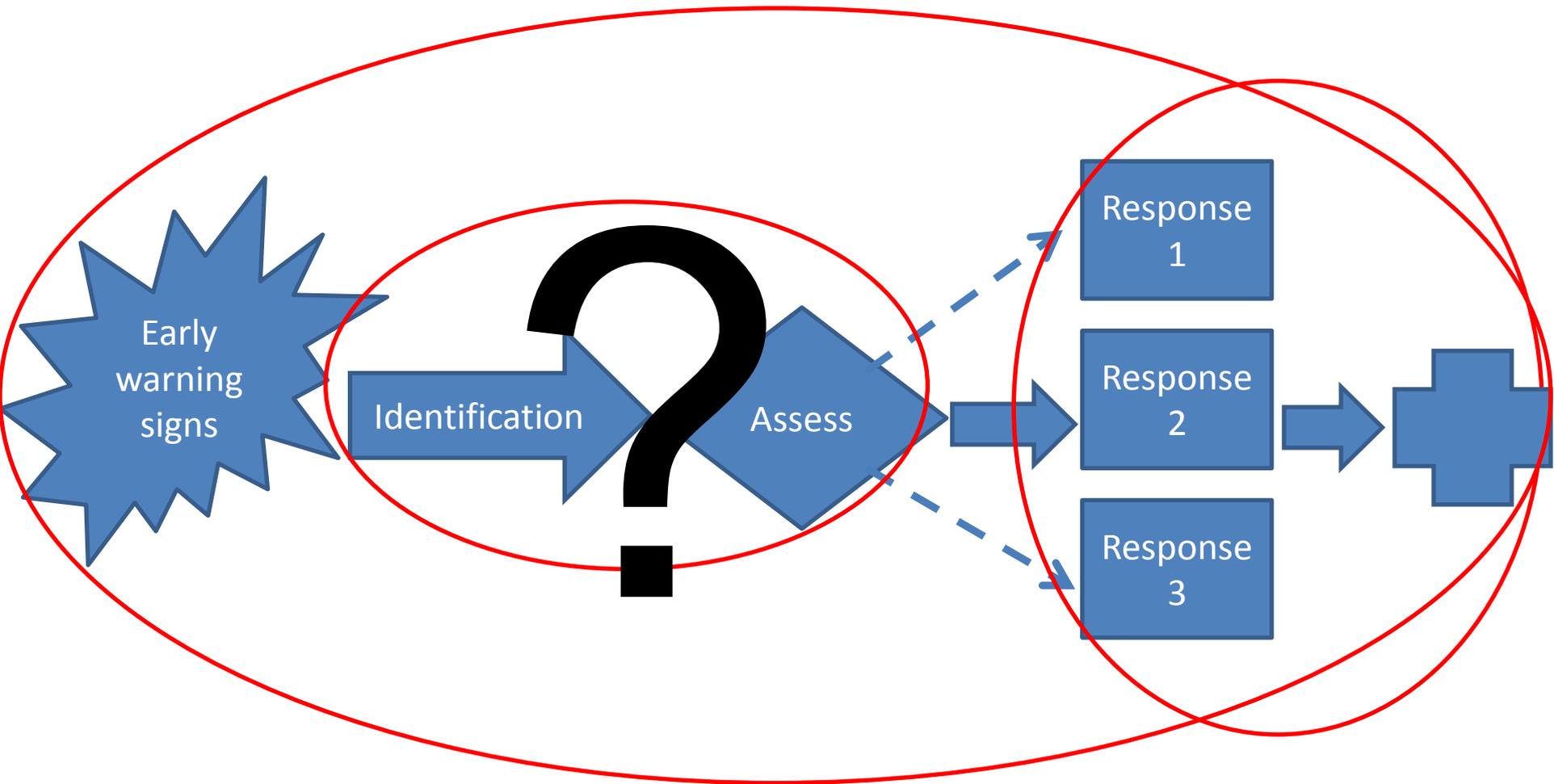


Ensure teachers and practitioners are trained to identify and assess the early signs of anxiety, emotional distress and behavioural problems among primary schoolchildren. They should also be able to assess whether a specialist should be involved and make an appropriate request.

NICE Guidance on promoting children's social and emotional wellbeing in primary education 2008

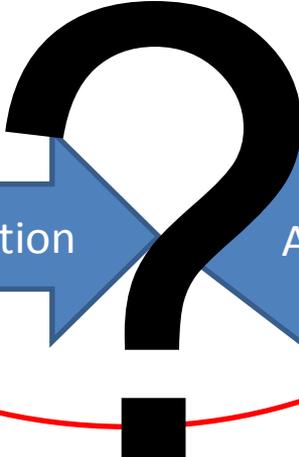
...where there are concerns about behaviour there should be an assessment...

Schools looking for a simple, evidence-based tool to help them consider the full range of a child's behaviour, and balance protective factors and strengths with weaknesses and risks, can use the Strengths and Difficulties Questionnaire (SDQ).



Early
warning
signs

Identification

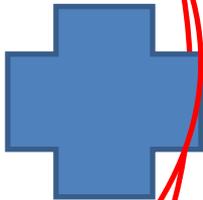


Assess

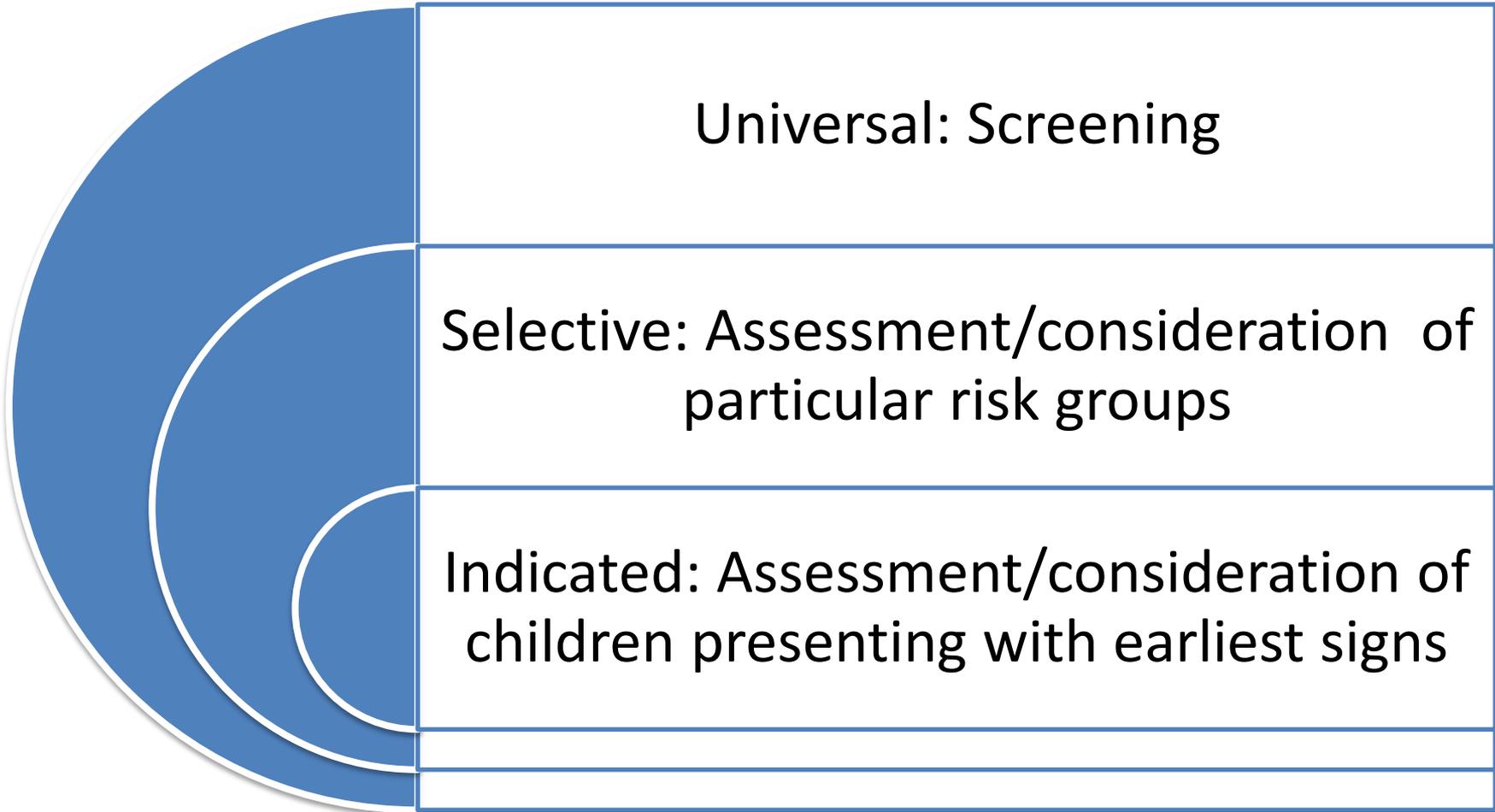
Response
1

Response
2

Response
3



A range of approaches



Universal: Screening
Selective: Assessment/consideration of particular risk groups
Indicated: Assessment/consideration of children presenting with earliest signs

Universal: Screening

Selective: Assessment/consideration of particular risk groups

Indicated: Assessment/consideration of children presenting with earliest signs

Criteria for screening

1. Important health problem
2. Simple, safe, precise, validated test
3. Effective interventions available
4. Screening programme is effective
5. Screening programme is acceptable
6. Benefit of screening outweighs harms
7. Screening programme is cost effective
8. Plan to implement, monitor and assure quality



Developing **E**arly
Identification & **A**ccess
in **L**earning Environments

Research collaboration



UNIVERSITY OF
CAMBRIDGE

Department of Public Health
and Primary Care



Collaboration for Leadership in
Applied Health Research and Care
South West Peninsula

healthwatch
Cambridgeshire

Collaboration for leadership
in applied health research
and care
East of England

NHS
*National Institute for
Health Research*

Primary question

‘What is the best way for primary schools to identify children who are at risk of or experiencing mental health difficulties?’

Research questions

- Are school based systems to identify and respond to MH difficulties **effective?**
- What are the **key features** of effective identification and referral programmes?
- What are the **mechanisms** through which an identification and referral programme improves outcomes for children?
- What are the **harms** associated with school based identification and response systems?
- Is school based identification of, and response to MH difficulties **acceptable** to parents and children, school staff and commissioners, and is any one model preferred by stakeholders?
- What is the **cost** of the early identification and response programme, and what is the projected **impact on school resources and local services?**

Mixed methods

Data collection and evidence synthesis

- Systematic review of trials and other study designs
- Document analysis
- Survey of parental attitudes to screening
- Survey of school culture
- Interviews: parents, staff commissioners

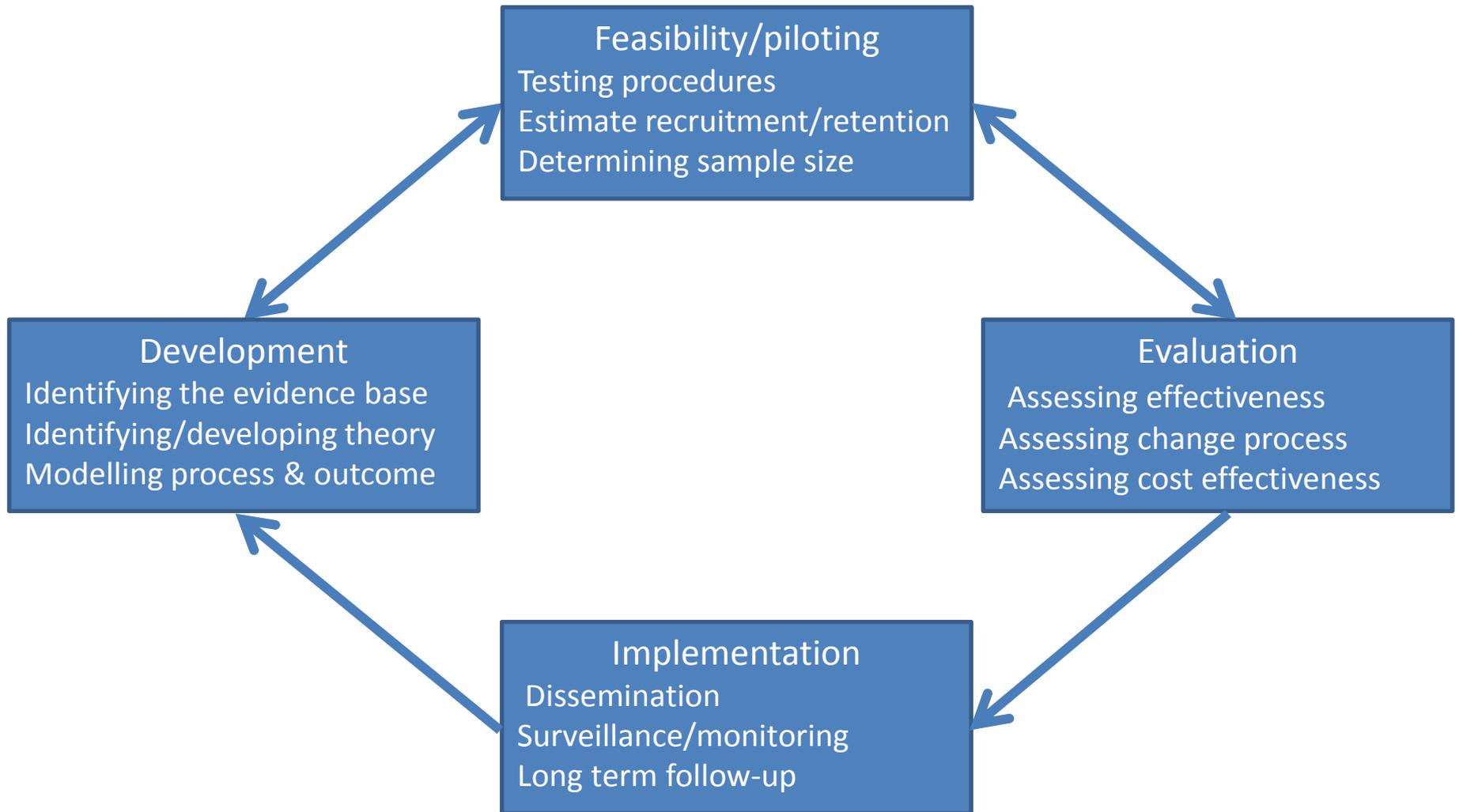
Intervention development

- Identifying component parts of programmes
- Consensus process
- Develop intervention and implementation blueprints
- Programme costs and scenario modelling

Asking people what they think

- Consultation
- Adaptation

MRC framework for development and evaluation of complex interventions



What works, for whom
and in what
circumstances?

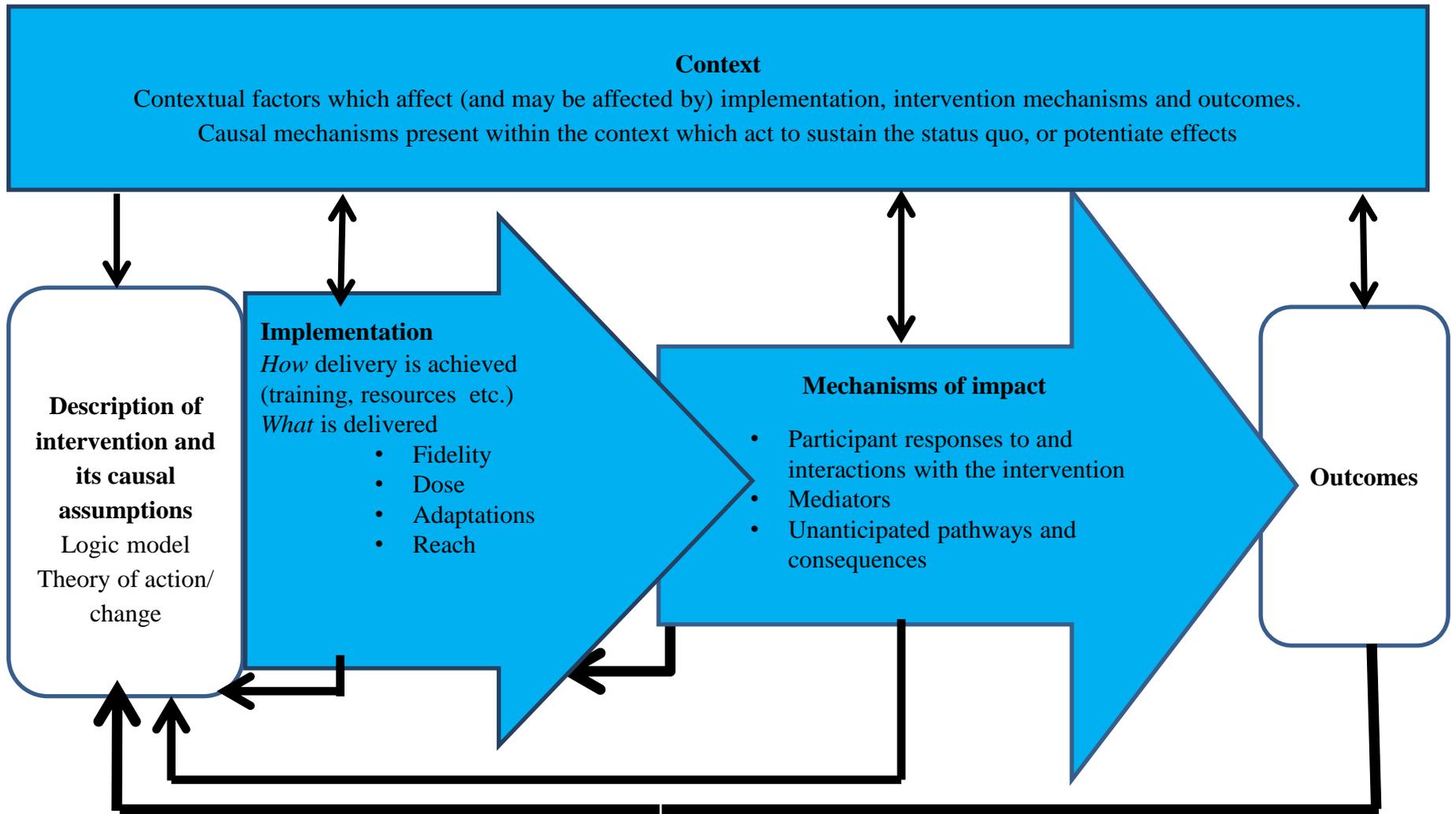


Figure 1 Key functions of process evaluation and relationships amongst them (blue boxes represent components of process evaluations, informed by intervention description, which inform interpretation of outcomes). Reprinted from Process Evaluation of Complex Interventions. UK Medical Research Council (MRC) Guidance (p. 24) by G. Moore et al 2014. Reprinted with authors' permission.

strengthensCOMMUNITIES
encouragesCREATIVErisktaking POSITIVESCHOOLLEADERSHIP

increasesGRADUATIONrates LEADERSHIP

POSITIVE

inspiresEDUCATORS

RESTORATIVEpractices

increasesSTUDENTachievement

sparksINNOVATION
SCHOOLCLIMATE

CULTURE

SCHOOL

RELATIONSHIPS

INCLUSIVEandCARING

increasesACADEMICachievement

WELCOMINGenvironment

SAFESCHOOLS

CLIMATE

culturallyRESPONSIVEpractices POSITIVESCHOOLCULTURE

fostersSCHOOLconnectedness

improvesLEARNING STRENGTHENScommunities

Timeline

June '16

April –Sept '17

Sept '18

Recruit
schools

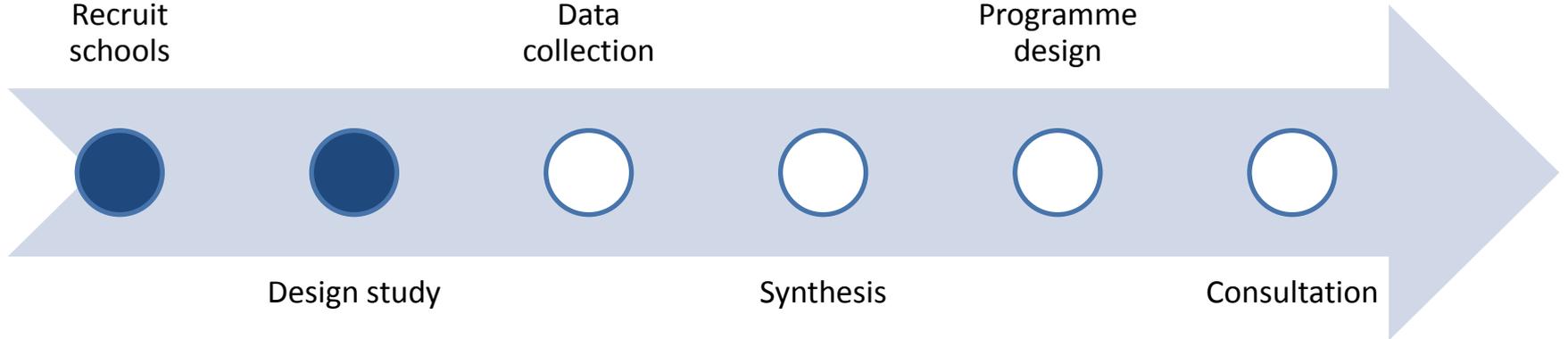
Data
collection

Programme
design

Design study

Synthesis

Consultation



Any thoughts or questions?

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