

Leveraging longitudinal data to generate insights and impacts around adolescent mental health and wellbeing.

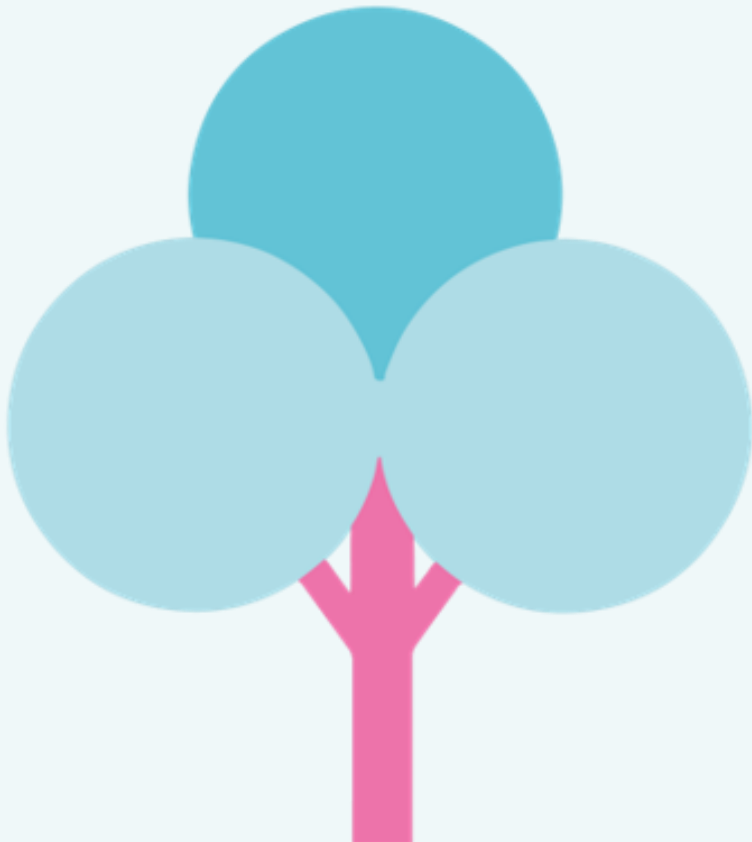
## Evidence Based Practice Unit

A partnership of



# Overview

- Taking the long view: an example
  - Enduring mental health
- School/area-based models to provide insight and generate impact
  - #BeeWell - a school-based cohort
  - Data for local insight
  - Impacts





# Part 1

## Taking the long view

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# Children's mental health

• 2003

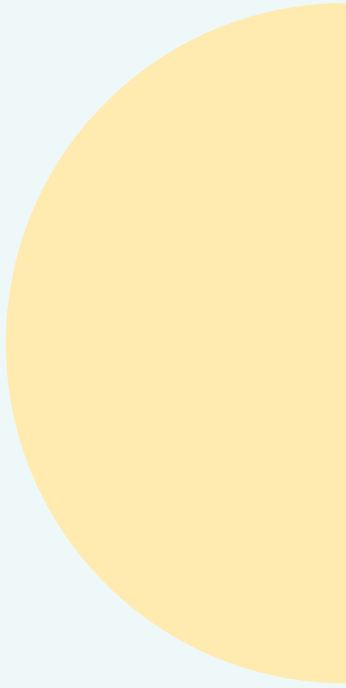


1 in 10

• 2020

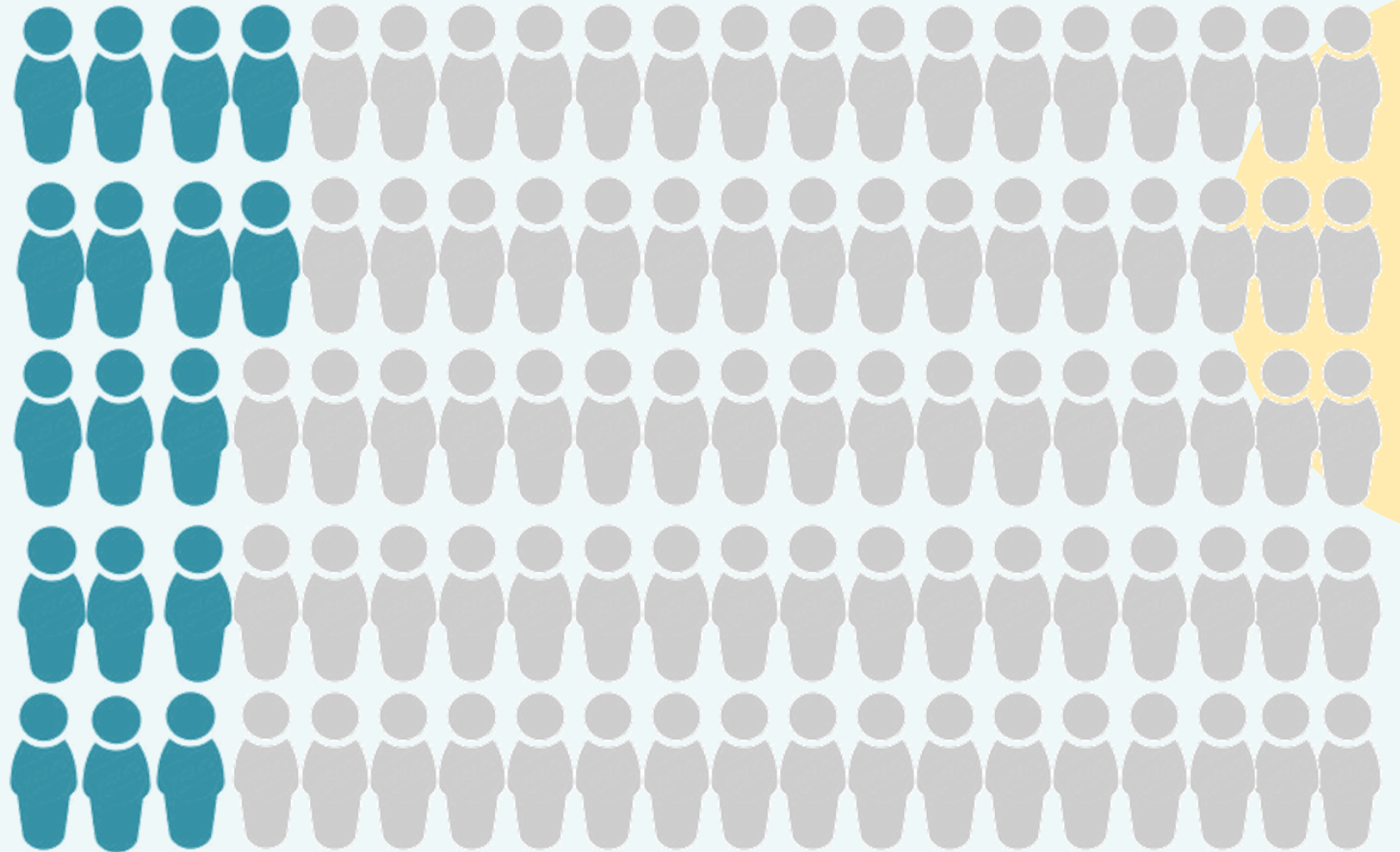


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# Enduring mental health

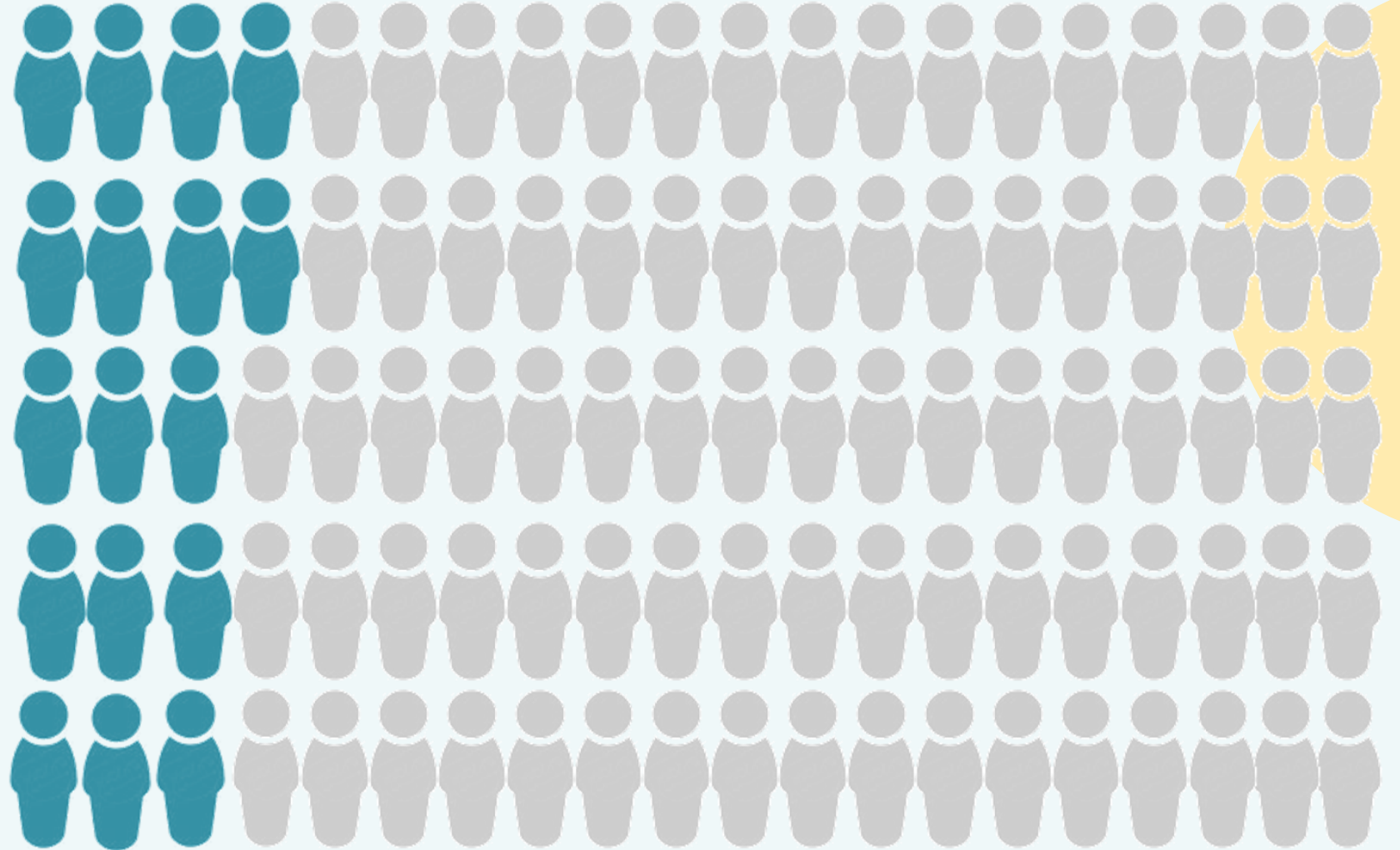
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# Enduring mental health

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- “Most people will develop a diagnosable mental disorder”

Schaefer et al., 2017



# Enduring mental health

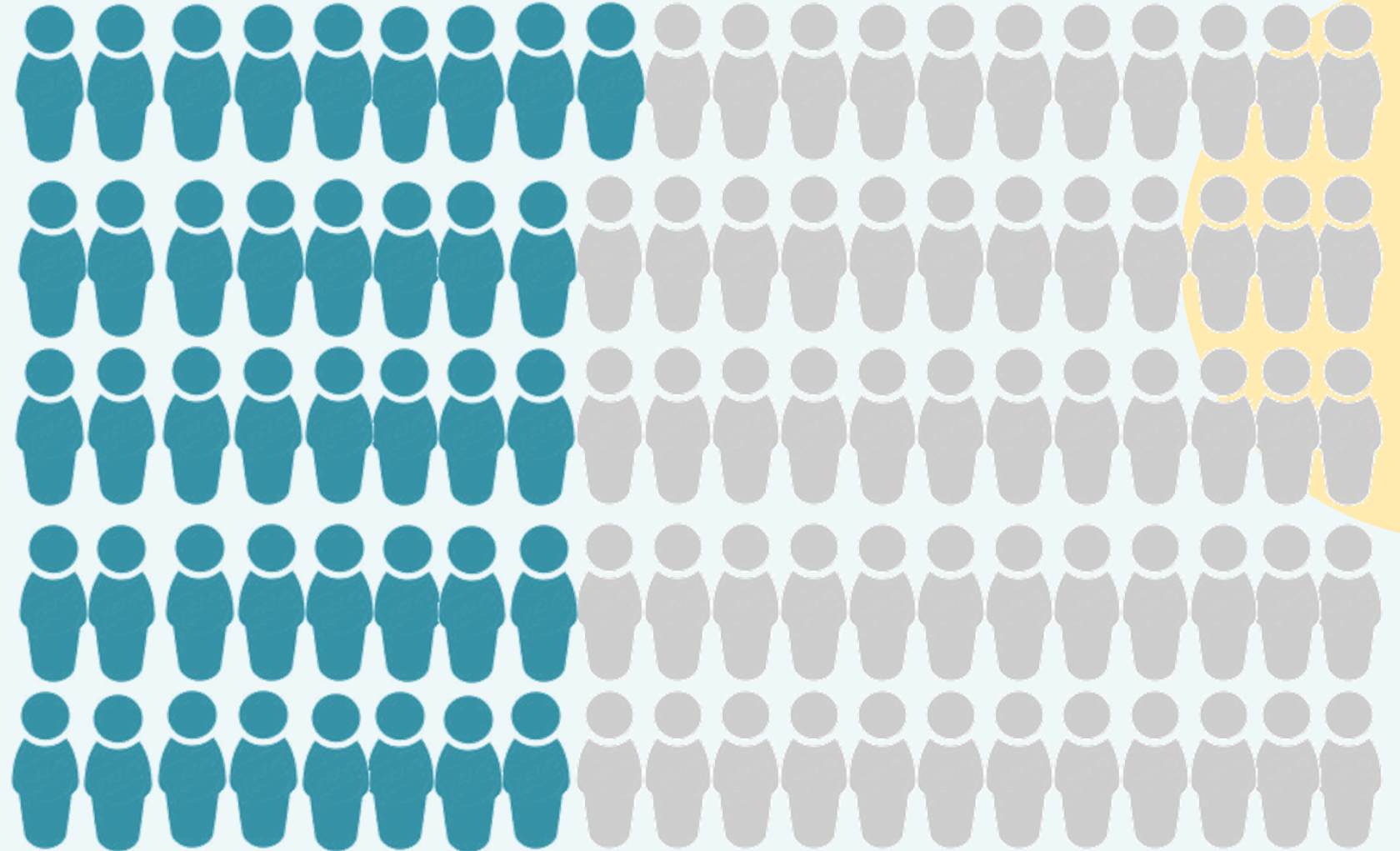
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- Fewer than half of children and young people (41%) have enduring mental health by the age of 14

Deighton et al., 2020





# Enduring mental health

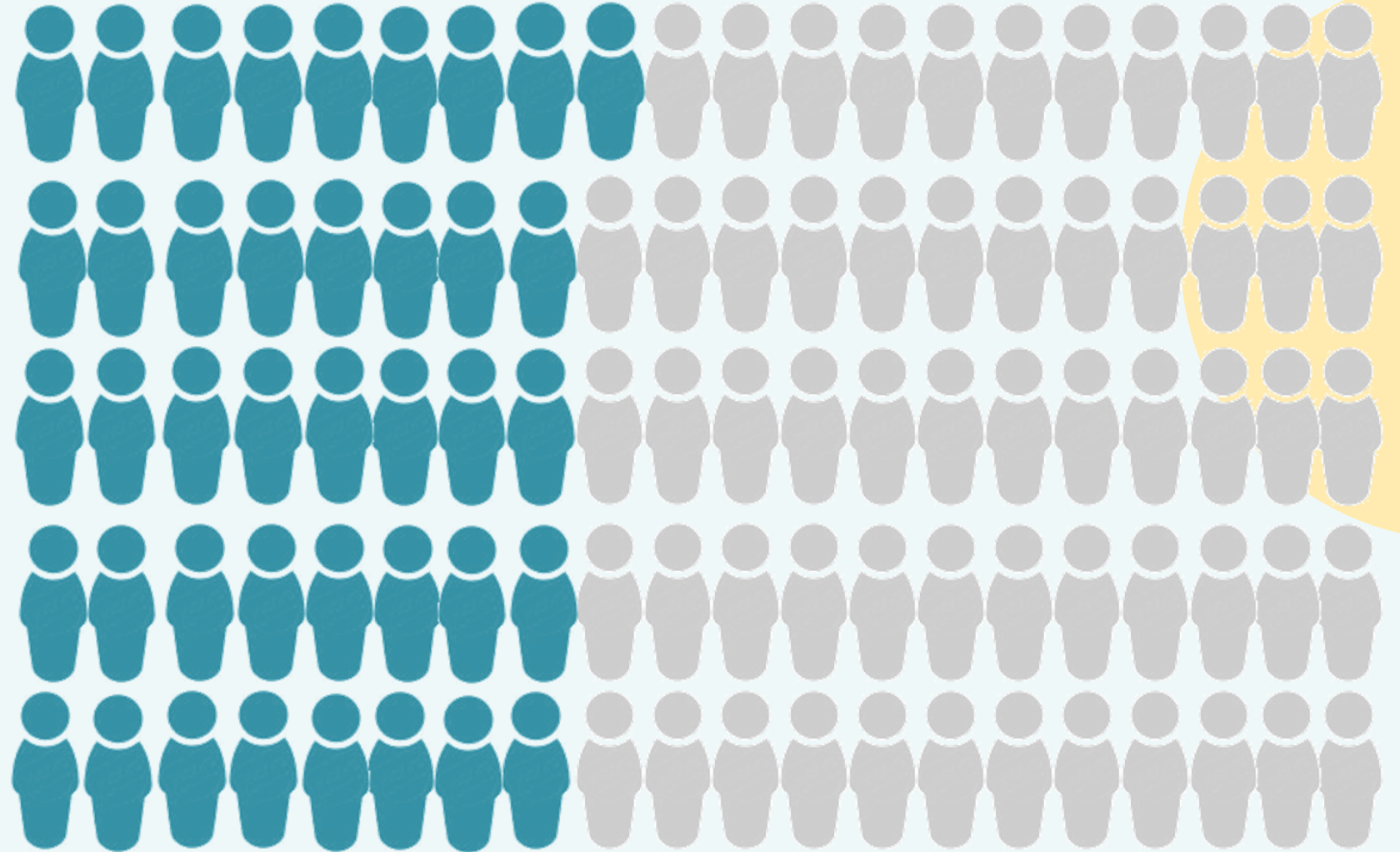
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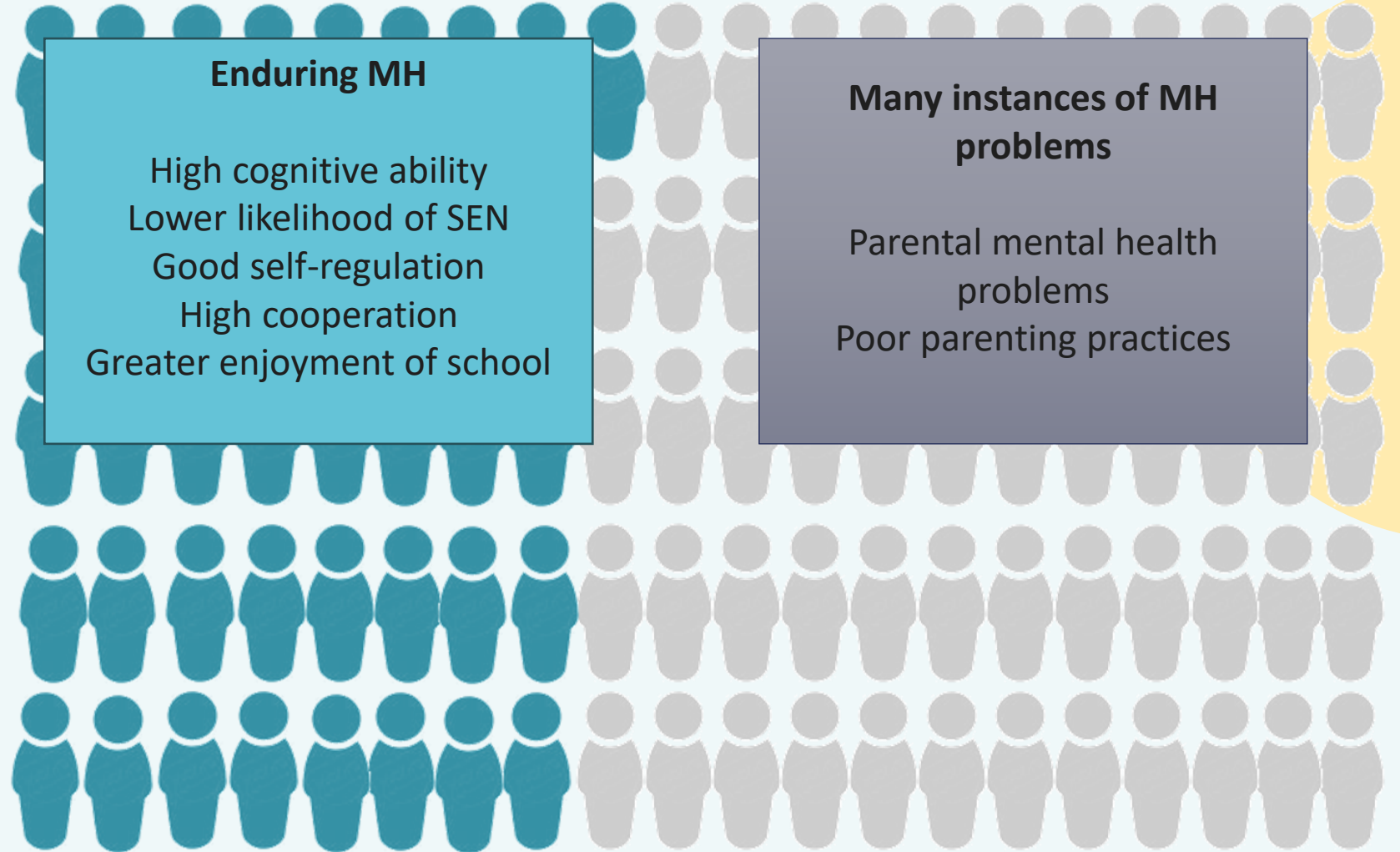
# Enduring mental health

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# Enduring mental health

- Insights
- Ubiquity of common mental health problems
- key predictors
  - Emotion regulation
  - Role of experience of and success in school
- ..and those that didn't
  - No benefits of being socioeconomically advantaged





# Part 2

School-based models to  
provide insight and generate  
impact

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Anna Freud



# School/area-based models to provide insight and generate impact

What if we could make large scale data capture work harder so it has more impact for young people and those supporting them?



# School/area-based models to provide insight and generate impact

#BeeWell carries out large scale data collection with children and young people to understand better the wellbeing of children and young people and the factors that drive wellbeing.

It feeds those data back to the communities and schools the young people are from to amplify the voices of young people, highlight areas of strength and need and to prompt action



**LISTEN**

to young  
people's voices



**ACT**

together  
for change



**CELEBRATE**

young people's  
wellbeing



# School/area-based models to provide insight and generate impact

#BeeWell began in Greater Manchester in 2020

In collaboration with a team of experts, more than 150 young people from 15 pathfinder schools across Greater Manchester designed the original #BeeWell wellbeing survey to ensure it captured what matters to them.

We've now heard the voices of more than 85,000 young people in more than 190 secondary schools in Greater Manchester, Hampshire, Isle of Wight, Portsmouth and Southampton since #BeeWell started delivering its survey.





# School/area-based models to provide insight and generate impact

## Areas of wellbeing (domains)



**Meaning, Purpose and Control**  
(e.g. autonomy, life satisfaction, optimism)



**Understanding Yourself**  
(e.g. psychological wellbeing, self-esteem, stress and coping, and emotion regulation)



**Emotions**  
(e.g. positive affect, negative affect)

## Influences on wellbeing (drivers)



**Health and Routines**  
(e.g. physical health, sleep, nutrition, physical activity)



**Hobbies and Entertainment**  
(e.g. free time/time use, use of social media, participation in arts, culture and entertainment)



**Relationships**  
(e.g. relationships with parents/carers, friendships and social support, bullying, harmful or abusive relationships, interactions and experiences, and loneliness)



**School**  
(e.g. school connection, attainment, relationships with staff)



**Environment and Society**  
(e.g. home environment, caregiving responsibilities, material deprivation, local environment)



**Future**  
(e.g. life readiness)  
\*Greater Manchester survey only

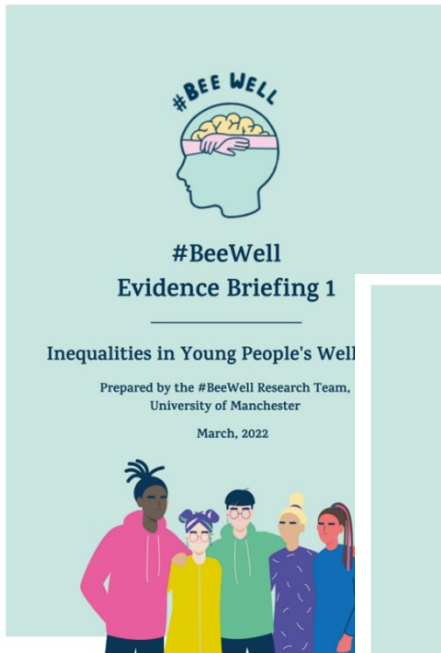


**Wellbeing Support**  
(both inside and outside of school)  
\*Hampshire, IoW, Portsmouth & Southampton survey only

#BEE WELL



# School/area-based models to provide insight and generate impact

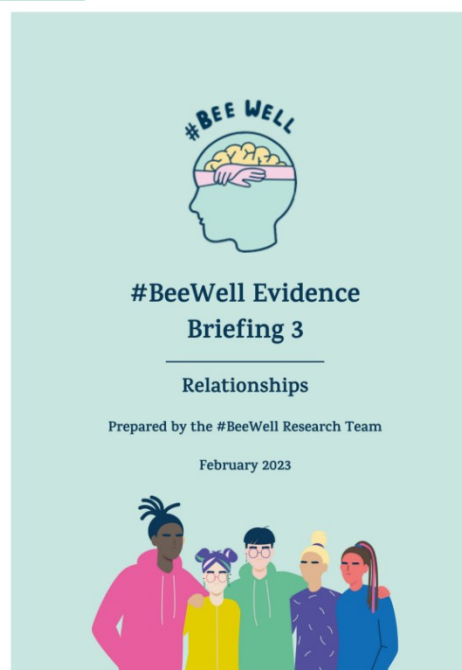



#BeeWell  
Evidence Briefing 1

Inequalities in Young People's Wellbeing

Prepared by the #BeeWell Research Team,  
University of Manchester

March, 2022




#BeeWell Evidence Briefing 3

Relationships

Prepared by the #BeeWell Research Team

February 2023



Journal of Youth and Adolescence (2024) 53:1396–1414  
<https://doi.org/10.1007/s10964-024-01950-7>

## EMPIRICAL RESEARCH

### Do Patterns of Adolescent Participation in Arts, Culture and Entertainment Activities Predict Later Wellbeing? A Latent Class Analysis

Emma Thornton<sup>1</sup> · Kimberly Petersen<sup>2</sup> · Jose Marquez<sup>1</sup> · Neil Humphrey<sup>1</sup>

January 2024 / Published online: 11 March 2024

Journal of Youth and Adolescence (2024) 53:1396–1414  
<https://doi.org/10.1007/s10964-024-01950-7>

Marquez et al. *Child and Adolescent Psychiatry and Mental Health* (2023) 17:140  
<https://doi.org/10.1186/s13034-023-00687-8>

## RESEARCH

### Protective factors for resilience in adolescence: analysis of a longitudinal dataset using the residuals approach

Jose Marquez<sup>1</sup> · Louis Francis-Hew<sup>1</sup> · Neil Humphrey<sup>1</sup>

#### Abstract

**Introduction** The residuals approach, in which residual scores from regression models are used as a proxy for resilient functioning, offers great potential to increase understanding of resilience processes. However, its application in child and adolescent wellbeing research is limited to date. We use this approach to examine how adversity exposure impacts later wellbeing (life satisfaction, and internalising mental health difficulties) in the early-to-middle adolescence transition; whether gender and ethnic differences in resilience exist; which internal and external factors confer protective effects for resilience; and, whether the protective effect of these factors differs by gender and level of adversity exposure.

**Method** Secondary analysis of the #BeeWell longitudinal data set (N = 12,130 adolescents, aged 12/13 at T1 and 13/14 at T2, representative of Greater Manchester, England) was undertaken, using a series of linear regressions to establish adversity indices for later wellbeing, before assessing the protective effects of internal and external factors on resilience.

**Results** Multiple adversity factors (e.g., home material deprivation, sexuality discrimination, bullying) were found to impact later wellbeing. Girls and white adolescents presented lower levels of resilience than their peers. Internal psychological factors (self-esteem, emotional regulation, optimism) consistently conferred the strongest protective effects, but behavioural/activity factors (physical activity, sleep) also contributed to resilience. Among external factors, friendships and peer support were the most salient. Physical activity yielded stronger protective effects among boys.

Marquez et al. *BMC Public Health* (2023) 23:2211  
<https://doi.org/10.1186/s12889-023-16992-y>

BMC Public Health

## RESEARCH

## Open Access

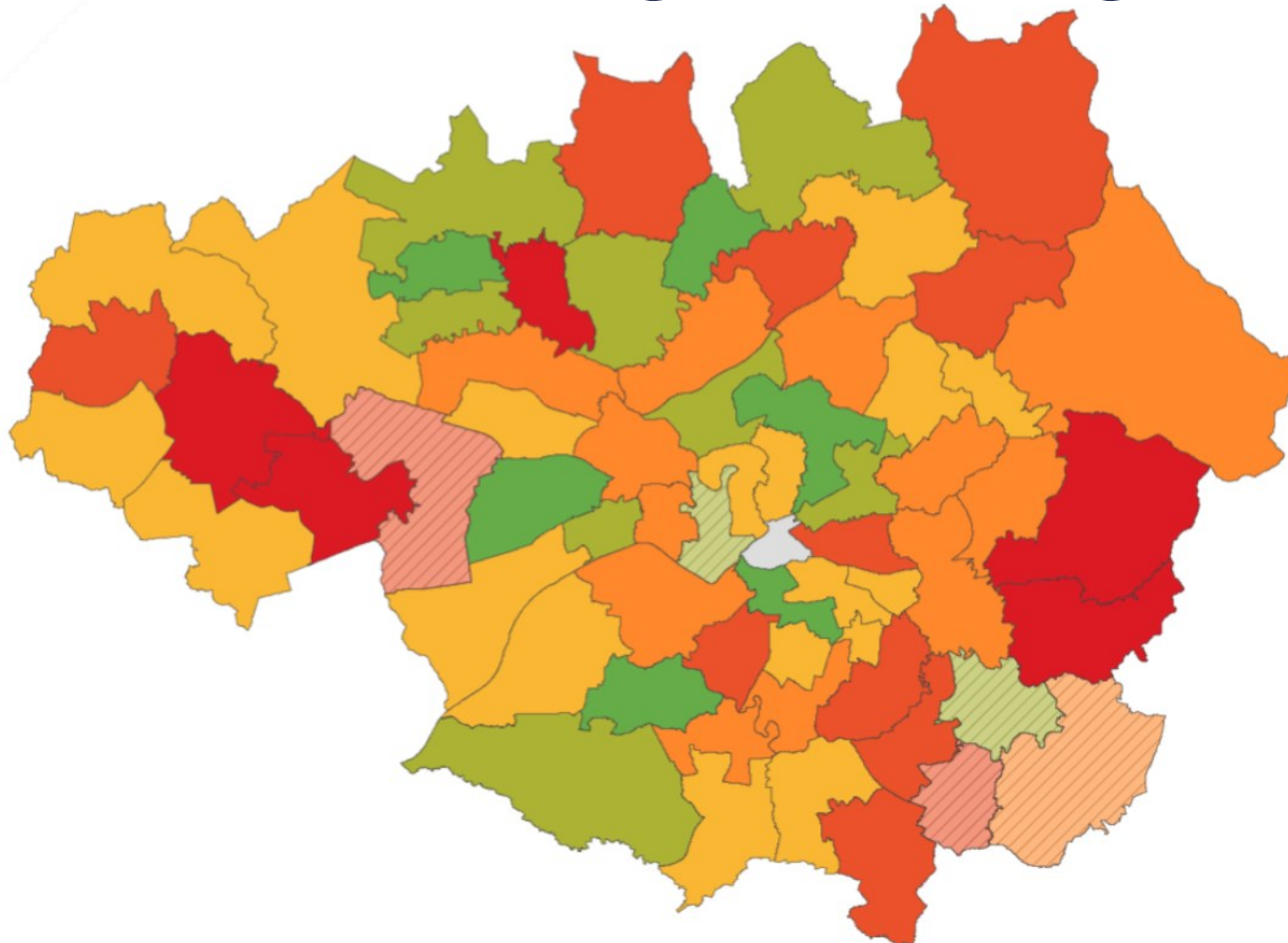
### Gender and sexual identity-based inequalities in adolescent wellbeing: findings from the #BeeWell Study

Jose Marquez<sup>1</sup> · Megan Cutts<sup>1</sup> · Devi Khanna<sup>1</sup>

Adolescents experience greater symptoms of psychological distress than older aspects of their wellbeing. This study examines wellbeing inequalities among adolescents from Greater Manchester in the United Kingdom. We used a nationally representative sample of 15, attending 165 secondary schools, completed surveys on a wellbeing framework; autonomy, self-esteem, optimism, and resilience. We assessed gender and sexual identity wellbeing inequalities pertaining to gender and sexual identity, and other characteristics (e.g., socio-economic status). Wellbeing inequalities also followed a similar pattern among priority youth (both gay/lesbian and transgender) and non-priority youth (both straight and non-transgender) in wellbeing domains. For example, observed inequalities were substantial in the domain of self-esteem. Our findings support the need for a more comprehensive model.



# School/area-based models to provide insight and generate impact



red  
amber  
green



# School/area-based models to provide insight and generate impact

## School impacts

- School feedback used to target areas of need, e.g.:
  - Offering a greater variety of extracurricular activities to boost physical activity
  - Enhancing the nutritional value of food provision
  - Strengthening the school-pupil connection
  - Improving school connectedness

## Local area impacts

- #BeeWell data formally informing GMCA strategy for young people
- Local campaigns around physical activity based on BW findings
- Targeted of resources by programme partners
- The Duke of Edinburgh's Award committed to supporting 20 voluntary organisations across neighbourhoods with lower wellbeing scores to start running the DofE in their area.



# School/area-based models to provide insight and generate impact

## Impacts for young people - youth steering group

- Commissioned a neighbourhood forest school to bring young people together
- Commissioned fun, physical activities to encourage movement, with the funding supporting staff development and equipment.
- Acquiring £60,000 funding pot from the Greater Manchester Integrated Care Partnership, to support LGBTQ+ young people's mental health and wellbeing

## Policy relevant insights/messages:

- Subject to data linkage, initial exploration around links between wellbeing and attendance/attainment
- Making the case for a national programme of youth wellbeing measurement



# School/area-based models to provide insight and generate impact

- It's not just what you learn that important, it's how you learn it, and who you share it with
- Co-creation and partnership working can co-exist with research rigor
- Moving from research participants to research partners





# Thank you

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