

Building Resilience In Young People – What Do Protective Health Assets Offer?

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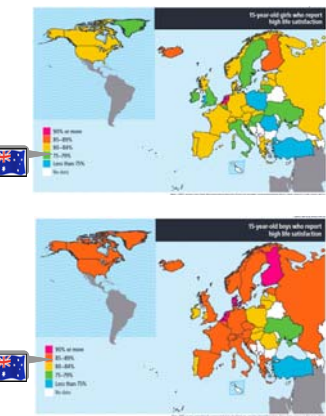


2 Sources – HBSC & Policy Reviews

- WHO collaboration - over 43 countries Europe & North America –linked projects **Australia (ACWP)**, **China Taiwan**.
- Over 200,000 young people each round -
- Time trends across 12 years – 2002, 2006, 2010 & 2014
- Survey methodology in schools age 11, 13 and 15 year olds –www.hbscengland.com


Also drawing on

- Policy reviews for public health

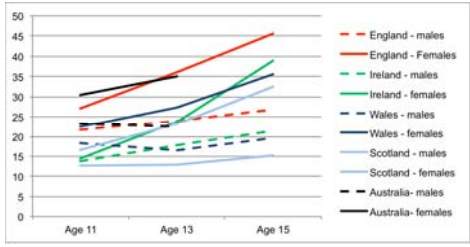
Subjective Life Satisfaction

Happiness and self evaluation of quality of life linked to positive adult outcomes. Impacts on school engagement – ability to acquire academic competence.




Feeling Low

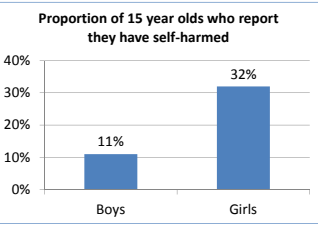
Feeling Low by Age, Gender and Country



Country/Gender	Age 11	Age 13	Age 15
England - males	28	35	45
England - Females	25	32	42
Ireland - males	18	22	28
Ireland - females	15	18	25
Wales - males	22	25	32
Wales - females	18	22	28
Scotland - males	15	18	25
Scotland - females	12	15	22
Australia - males	20	25	30
Australia - females	18	22	28




Self-harm




Gender	Proportion
Boys	11%
Girls	32%

- Overall, 22% of young people said they had self-harmed.
- 16.8% (16-17 year olds in Australia)
- Earlier studies (Hawton 2002) – 13%



Protective Health Assets: A Model for young people



“Health promoting variables, often termed ‘protective factors’ or ‘assets’ have been identified as providing adolescents with a level of resilience which may help them cope and buffer them from negative influences...”
Fenton et al. (2010)

3 Domains *Inter-related*

Constructive relationships core determinant for building resilience **keystone asset**, from which YP can develop and martial other protective resources

Safety& Connectedness broad physical and emotional safety. 1. School/family/neighbourhood support and **belonging**. 2. Acquisition of social and practical competencies- spirituality

Positive attributes or a positive sense of self, encompasses concepts related to resilience such as self-esteem, self efficacy and a problem-solving approach. act autonomously, identify opportunities, meet goals (internal assets)

Positive Attributes

- A number of specific social and emotional competencies including positive relationships can be taught as part of whole school programmes.
- pupils who are **confident about their learning**, and who have a 'growth mindset' persist when faced with challenges
- pupils who can **set goals**, manage stress and organise their school work achieve higher grades
- pupils who use **problem solving skills** to overcome obstacles do better
- academically
- All can be included in structured, systematic teaching of social and emotional life skills**

School Health Education

	Health and wellbeing covered well	Health and wellbeing covered poorly
Self-harmed	19.2%	30.3%
Smoked on 6 or more days in last 30 days	6.1%	8.4%
Drunk alcohol 6 or more times in last 30 days	5.5%	9.0%
Drunkenness 4 or more times in last 30 days	1.1%	3.0%
On a diet	17.5%	22%
Eat breakfast every day	59.7%	52.5%

- Young people have more positive health behaviours if health and wellbeing was covered well in Health (PSHE) classes

Education & Sex

- Overall, 21% of 15 year olds reported having had sex...
- ...compared **with 28% of those who said sex and relationship education was covered poorly and 18% who reported it had been covered well**

	Sex and relationship educations covered well	Sex and relationship education covered poorly
Sexual intercourse	18.3%	28%

School Belonging

	Agree (belong to school)	Neither	Disagree
Regular smoker	4.4%	5.5%	10.6%
Weekly alcohol consumption	11.6%	13%	20 %
Drunkenness at least twice	17%	20 %	29%
Been bullied	3.1%	4.3%	10.9%
Physical Fighting (3x 12 months)	8.8%	11.5%	18.8%
Feeling low	21.1%	34.4%	50.1%

Teacher connectedness

	Agree	Neither	Disagree
Regular smoker	4.2%	5.1%	10.1%
Weekly alcohol consumption	11.2%	12.1%	22 %
Drunkenness at least twice	14.9%	20 %	31%
Been bullied	3.8%	3.6%	7.4%
Physical Fighting (3x 12 months)	9.8%	9.3%	16.9%
Feeling low	22.9%	29.2%	39.5%

Creation of School Belonging

School connectedness generated by

- by extra-curricular activities (especially PA),
- positive class room management
- and tolerant disciplinary policies,
- feeling safe

YP engaging in self development activities (including sport, physical activity) – achieved 10-20% higher national exam results & had better emotional well-being

Assets : Family

- Communication with their mother as “difficult” are estimated to have 2.47 times greater odds of self-harm than those who rate communication as “easy”
- With father as “difficult” are estimated to have 2.14 times greater odds of self-harm than those who rate their communication as “easy”
- girls who responded "extremely" about doing things they wanted in free time have better life satisfaction (p-values range from less than 0.001 to 0.008);
- girls who find it "very easy" to talk to a father-figure have better life satisfaction (p-values of 0.033 and 0.027 respectively)

Assets : Family

Assets	Cyber Bullying	Self-harm	Body Image	Risk Behaviours	Life Sat	Self-efficacy
Parents and Autonomy	Mother Father equal			Mother 1 Father 2	Mother Father equal	
Communication with parents	Father	Father and Mother	Father (girls)		Mother 2 Father 1 (girls)	

Assets : Neighbourhood

Assets	Cyber Bully	Self-harm	Body Image	Risk Behaviour	Life Sat	Self-efficacy
Neighbourhood sense of belonging						
Community participation						

High or medium social participation involvement =higher general self efficacy compared to low or no participation (p<0.001)

High Neighbourhood Sense of Belonging feel safe in their communities just over a third of the odds of reporting self-harm as those with (Low NSB)

Multiple substance use among 15 year olds & life satisfaction

Protective Factors/Assets – most vulnerable

1. Parental participation in how spend free time
2. Teacher Connectedness –
3. Feeling safe in community and having friendly neighbourhood

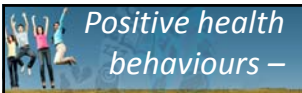
Substance Use	Boys (%)	Girls (%)
None	~10	~10
One	~10	~10
Two	~10	~10
Three	~10	~10
Four	~10	~10

Physical Activity

Figure 5.2: Young people meeting recommendations for physical activity 2002-2014

Year	Boys (%)	Girls (%)
2002	~28	~15
2006	~22	~12
2010	~28	~15
2014	~22	~12

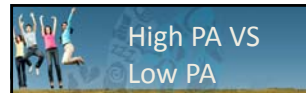
The proportion of girls being physically active for at least an hour every day of the week has remained relatively stable since 2002, however boys physical activity levels have fluctuated – recent decline – UK 17% Australia 15% meet guidelines



UK study - the amount of moderate to vigorous physical activity at age 11 impacted on academic performance across English, maths and science at age 11, 13 and final GCSE exam results

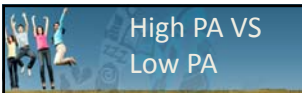
The percentage of **time girls** spent in moderate to vigorous physical activity at age 11 **predicted** increased **science scores** at 11 and 16 years

High performing schools have higher levels of participation in physical activity and sports



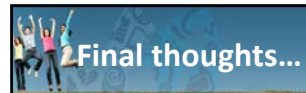
GIRLS

	LOW PA	MEDIUM PA	HIGH PA
HIGH LIFE SAT	75%	85%	83%
EXCELLENT HEALTH	70%	86%	86%
BODY IMAGE (Feel too fat)	42%	40%	31%
EAT BREAKFAST EVERY DAY	48%	56%	58%



BOYS

	LOW PA	MEDIUM PA	HIGH PA
HIGH LIFE SAT	81%	89%	89%
EXCELLENT HEALTH	68%	86%	90%
BODY IMAGE (Feel too fat)	32%	23%	16%
EAT BREAKFAST EVERY DAY	63%	66%	71%



- Promoting resilience and positive mental *through social learning interventions* alone is insufficient – need to understand the specific domains that will enable the outcomes from such programmes to be sustained and strengthened
- Strengthening protective factors or health assets gained from schools, the home and in local communities can make an important contribution to improving emotional health and young people's well-being
- *“Promoting physical and mental health in **schools (families and communities)** creates a virtuous circle reinforcing children's attainment and achievement that in turn improves their wellbeing, enabling children to thrive and achieve their full potential.”*