

Breakout sessions:
Mental health & wellbeing 2
Eliot

15:50-17:10

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The longitudinal development of positive psychosis experiences during late childhood and adolescence:

**A latent transition analysis using the ALSPAC
(Avon Longitudinal Study of Parents and Children)**

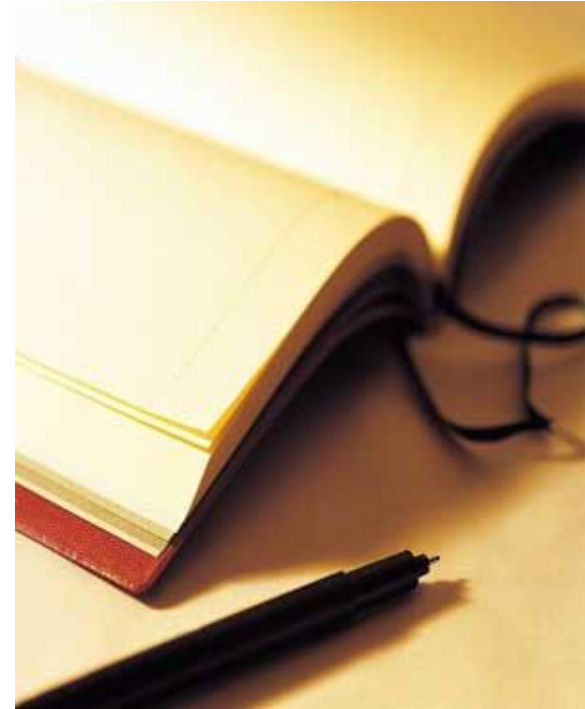
NOTTINGHAM
TRENT UNIVERSITY 



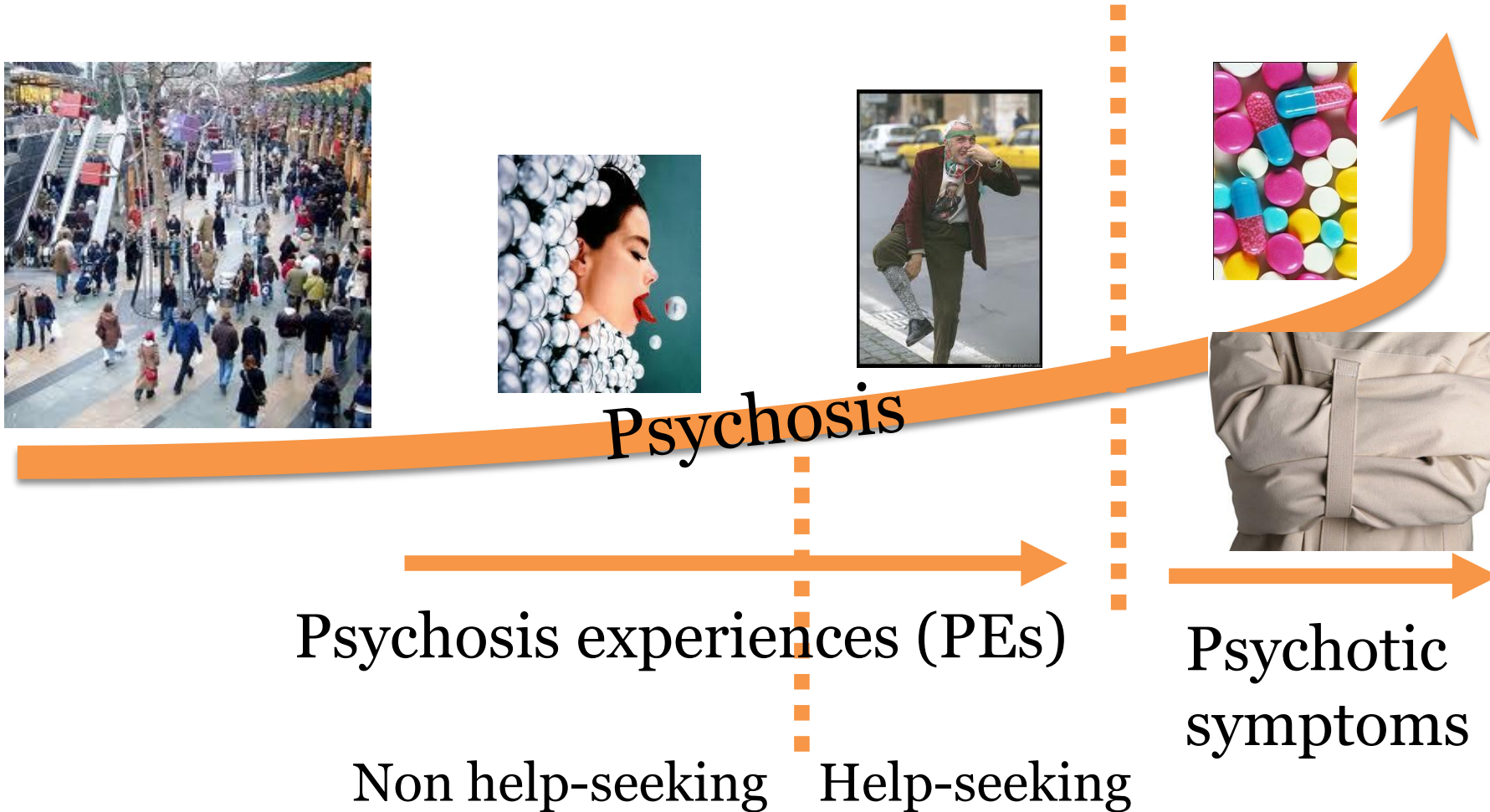
Dr Fränze Kibowski
Prof Mark Shevlin
Dr Jamie Murphy

Overview

- 1) Background information
- 2) Methods
- 3) Results
- 4) Discussion



1) Background Information



1) Background Information

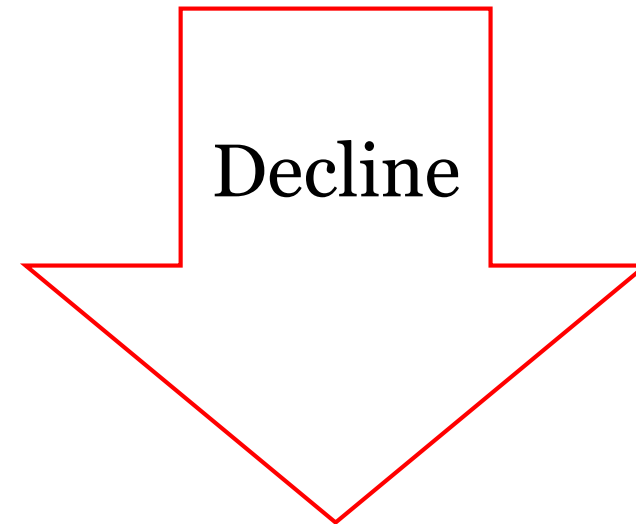
- Psychosis continuum
 - Phenomenological continuous
 - Structurally *discontinuous*
 - Temporally continuous (in terms of persistence)

Linscott and van Os (2012)

- What actually happens to the *construct* over time?

1) Background Information

- Annual prevalence of PEs: **7.2%**
Linscott and Van Os (2012)
- In childhood: **17%**
- In adolescence: **7.5%**
Kelleher et al. (2012)



1) Background Information

- Psychosis in childhood and adolescence:
Normative development for majority?
Laurens et al. (2012)
- What happens to psychotic experiences during adolescence?

1) Background Information

- Stability of PEs during adolescence via Latent Class Analysis
- Time points 1 - 3: Four class solution
 - High Risk
 - High Uncertainty
 - Delusional Uncertainty
 - Baseline
- Time point 4: Three class solution
 - High Risk
 - Delusional Uncertainty
 - Baseline
- Again: Continuity & Discontinuity

1) Background Information

- Aims and hypotheses:
 - How do adolescents move through the classes over time?
 - Movement to adjacent classes most likely
 - **High uncertainty class?** – some merge with **high risk** and some with **delusional uncertainty**

2) Methods

- ALSPAC – Avon Longitudinal Study of Parents and Children
 - Subsample of 8949 participants:
answered 1 of 6 PE items at 1 of the 4 waves (11, 13,14,16 years)
- Delusions 4 (thoughts read, special messages, spied upon, under control)
- Hallucinations 2 (hearing voices, seeing things)

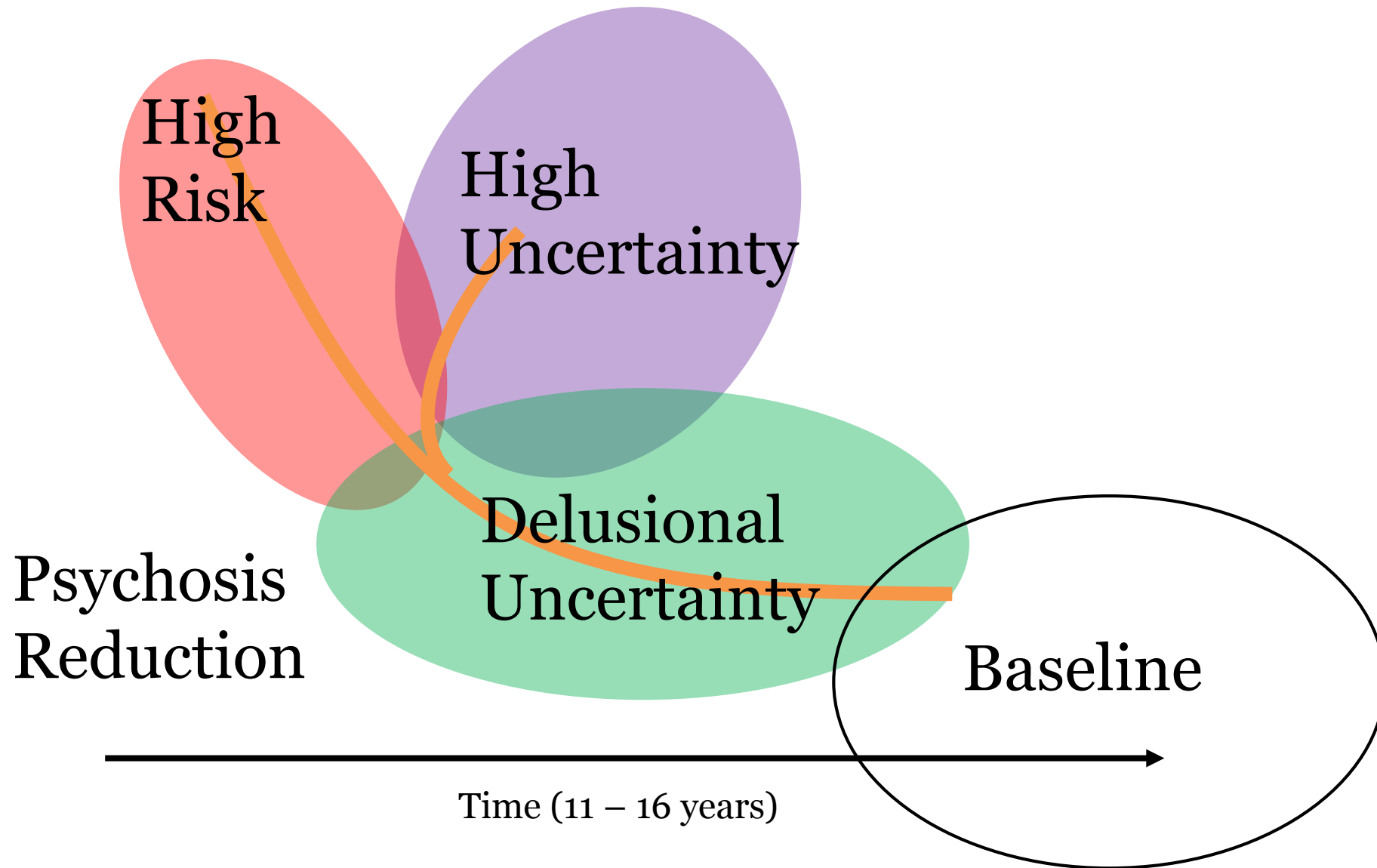
3) Results

Table 2c. Transition probabilities from the latent status at time point three to time point four

T3 below	T4 across	High risk	Delusional uncertainty	Baseline
High risk		0.595	0.330	0.074
High uncertainty		0.185	0.798	0.017
Delusional uncertainty		0.016	0.657	0.327
Baseline		0.004	0.027	0.968

Note. T4-T3 = 2.5 years

4) Discussion



Thank you for listening!

Any questions?

References

- Kelleher, I., Connor, D., Clarke, M. C., Devlin, N., Harley, M., & Cannon, M. (2012). Prevalence of psychotic symptoms in childhood and adolescence: a systematic review and meta-analysis of population-based studies. *Psychological Medicine*, 42(9), 1857–63. doi:10.1017/S0033291711002960
- Laurens, K., & Hobbs, M. (2012). Psychotic-like experiences in a community sample of 8000 children aged 9 to 11 years: an item response theory analysis. *Psychological Medicine*, 43(7), 1495–1506. doi:10.1017/S0033291711002108
- Linscott, R. J., & van Os, J. (2012). An updated and conservative systematic review and meta-analysis of epidemiological evidence on psychotic experiences in children and adults: on the pathway from proneness to persistence to dimensional expression across mental disorders. *Psychological Medicine*, 1–17. doi:10.1017/S0033291712001626

Aetiology of preadolescents' pervasive versus situational antisocial behaviour:

A multi-informant twin cohort study

CLOSER Conference

London 2015

Jasmin Wertz, Louise Arseneault & E-Risk Team

Situations in which children may display antisocial behaviour



Children often don't behave antisocially across all of these situations

Angel Child or Devil Child? When Kids Save Their Bad Behavior for You

by Sara Bean, M.Ed.



Have you ever heard someone talk about how well-behaved your child is and thought in disbelief, "Excuse me? Are you talking about *my* kid?" While we usually enjoy hearing good things about our children, being told that your child is an angel by others can be confusing and frustrating when she's out of control at home. It's one thing if

your child acts out in a variety of places or situations, but it's a completely different thing when it feels like her anger is directed at you

De Los Reyes et al., 2009:

Latent class	<i>N</i> (%)
Not Disruptive	153 (46.8%)
Disruptive with Parent	96 (29.4%)
Disruptive with Examiner	49 (15%)
Pervasively Disruptive	29 (8.8%)
Total	327 (100%)

Psychological Bulletin
1987, Vol. 101, No. 2, 213-232

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0033-2909/87/\$00.75

Child/Adolescent Behavioral and Emotional Problems: Implications of Cross-Informant Correlations for Situational Specificity

Thomas M. Achenbach, Stephanie H. McConaughy,
and Catherine T. Howell
Department of Psychiatry, University of Vermont

Pervasive versus situational behaviour differ in severity and outcomes

–Pervasive behaviour...

- signals more severe problems
 - is more strongly associated with later mental health and physical health problems
 - is more stable across time
-
- **Do they also differ in aetiology?**

Environmental Risk Longitudinal Twin Study



1,116 families with identical and non-identical twins



Sweeps at ages
5 – 7 – 10 – 12 -18



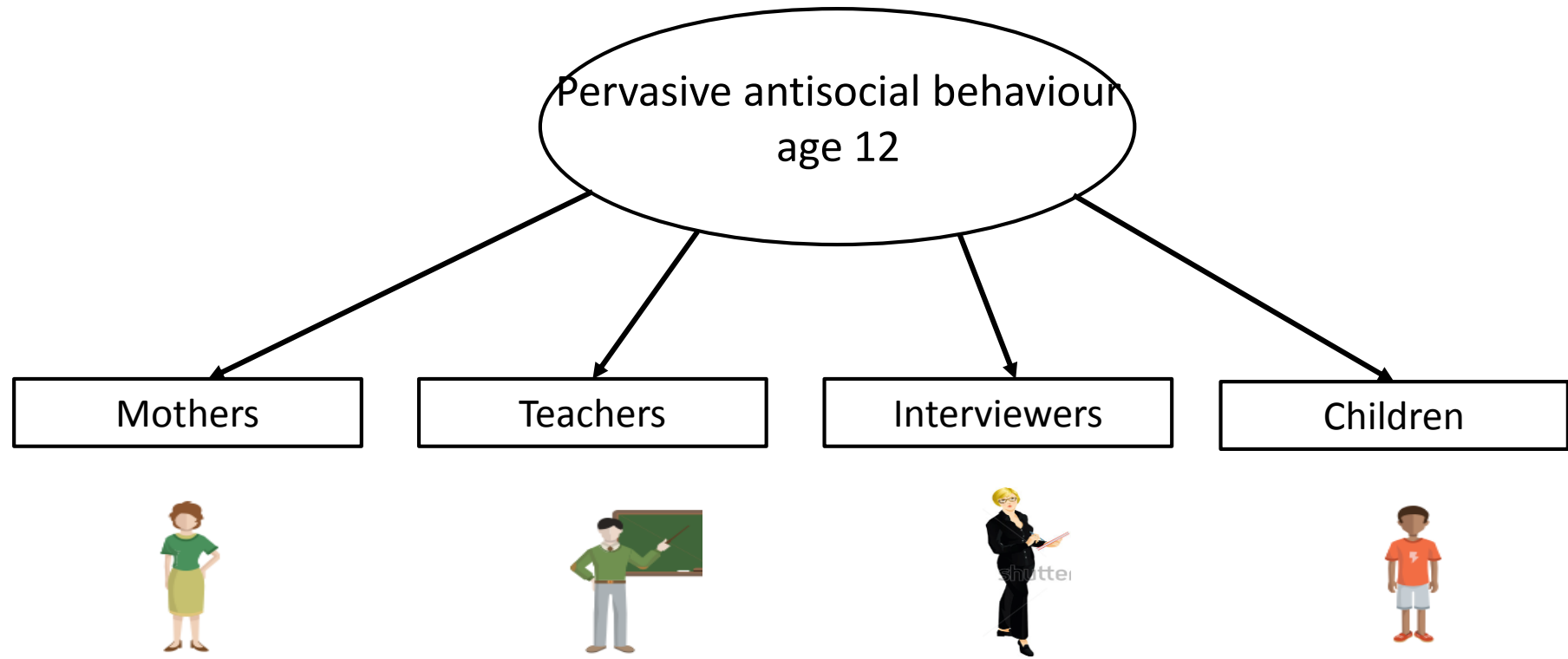
“Cruel or nasty to other people?”
“Destroys things?”

Hostility?
Easily frustrated?

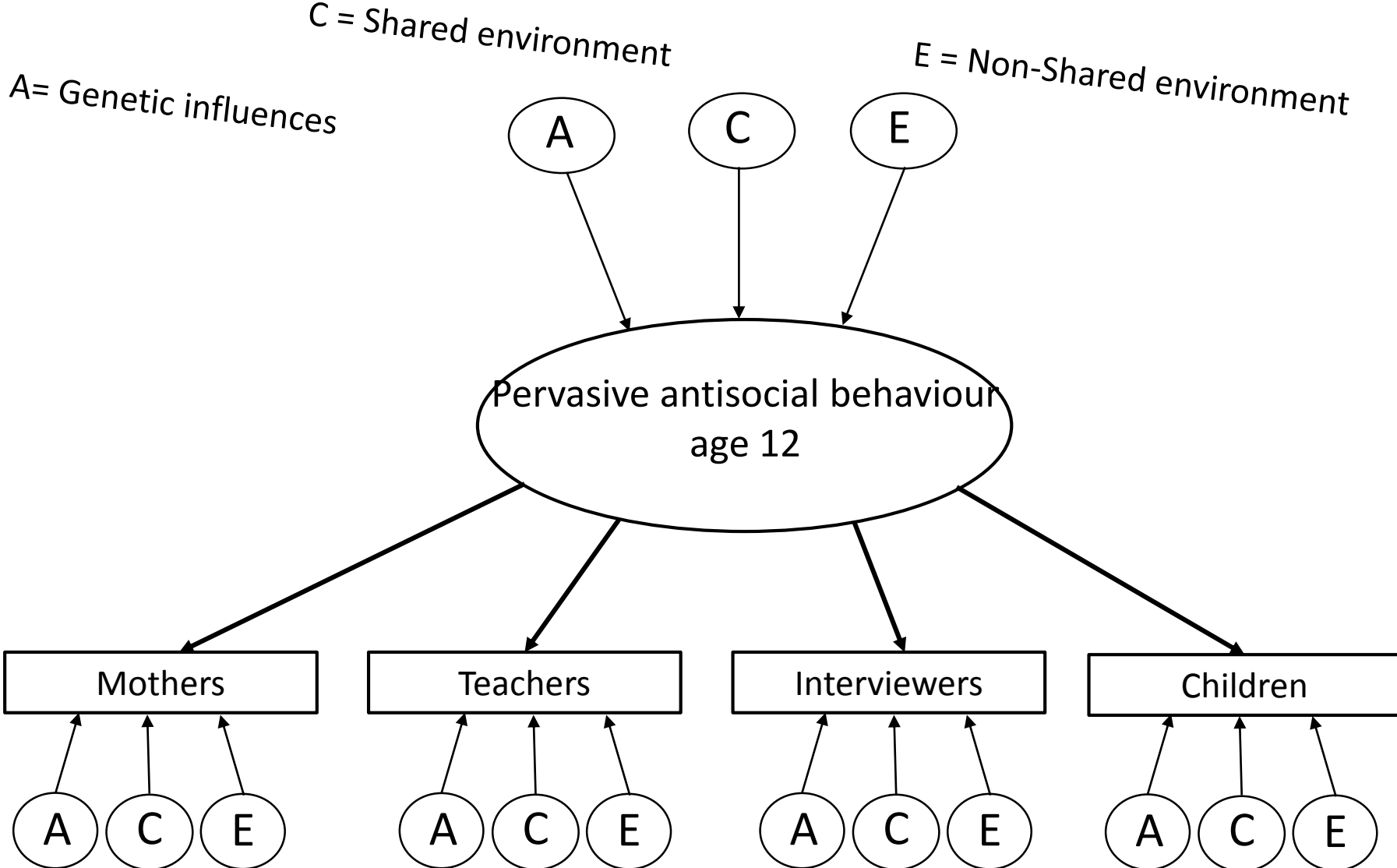
“Do you sometimes hit someone?”
“Have you used a weapon?”

Pervasive vs. situational

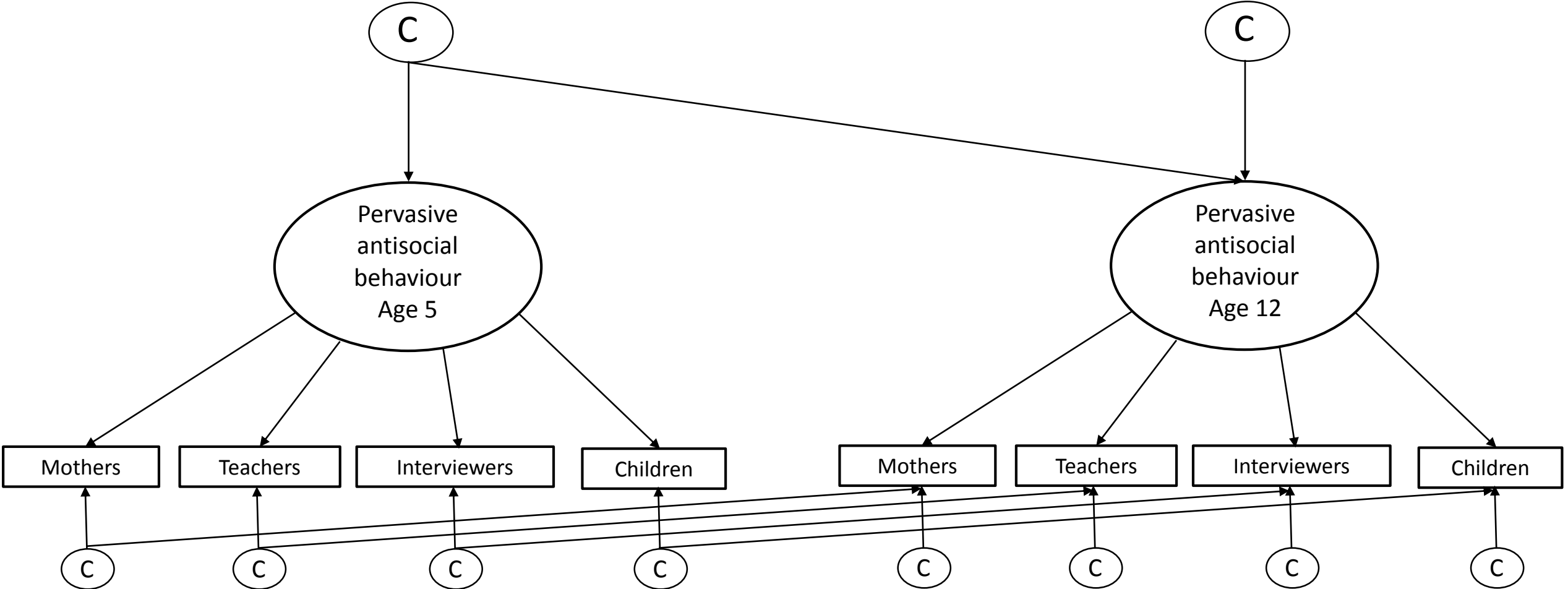
- ***Pervasive* antisocial behaviour:** behaviour that all informants agreed on
- ***Situational* antisocial behaviour:** behaviour that informants did not agree on



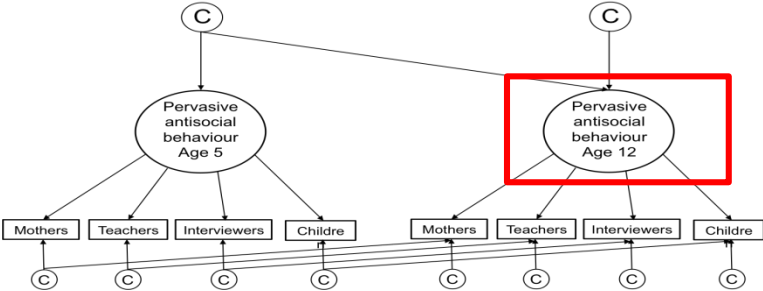
Genetic and environmental influences



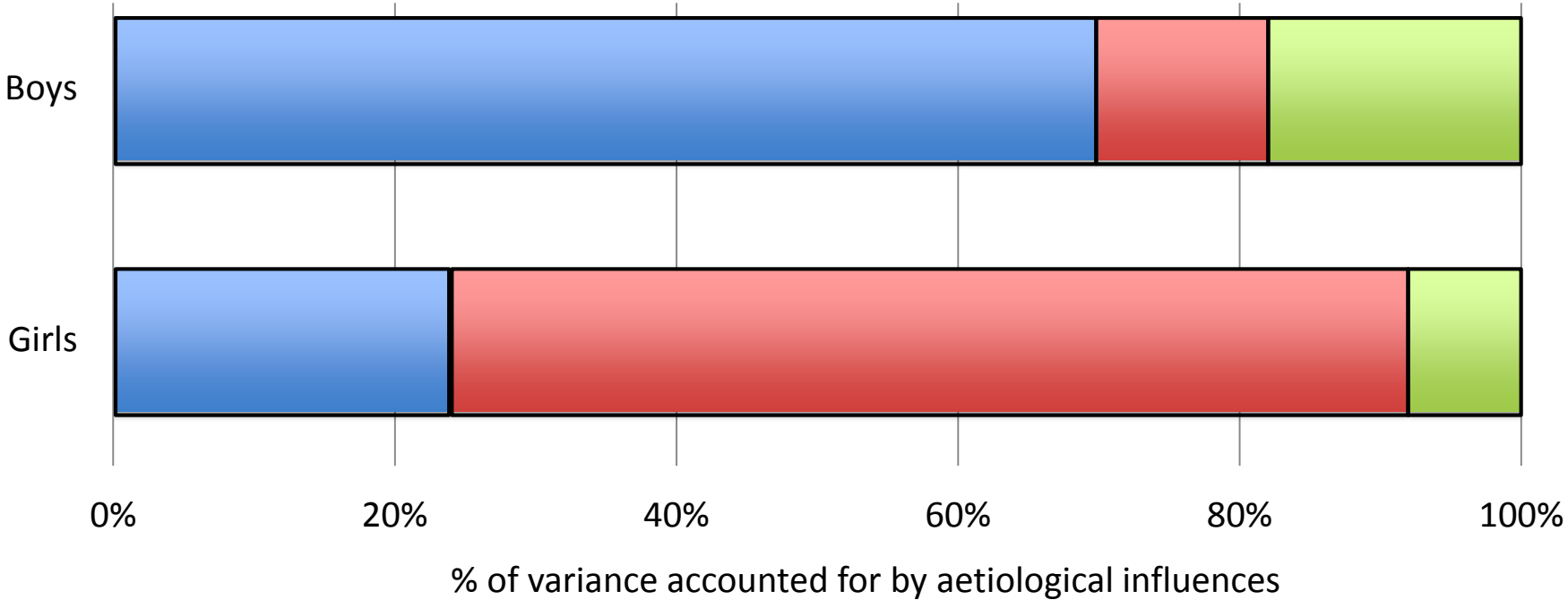
Longitudinal perspective



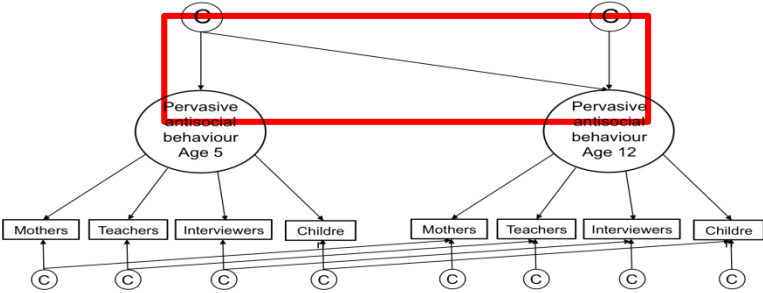
Pervasive behaviour: Age 12



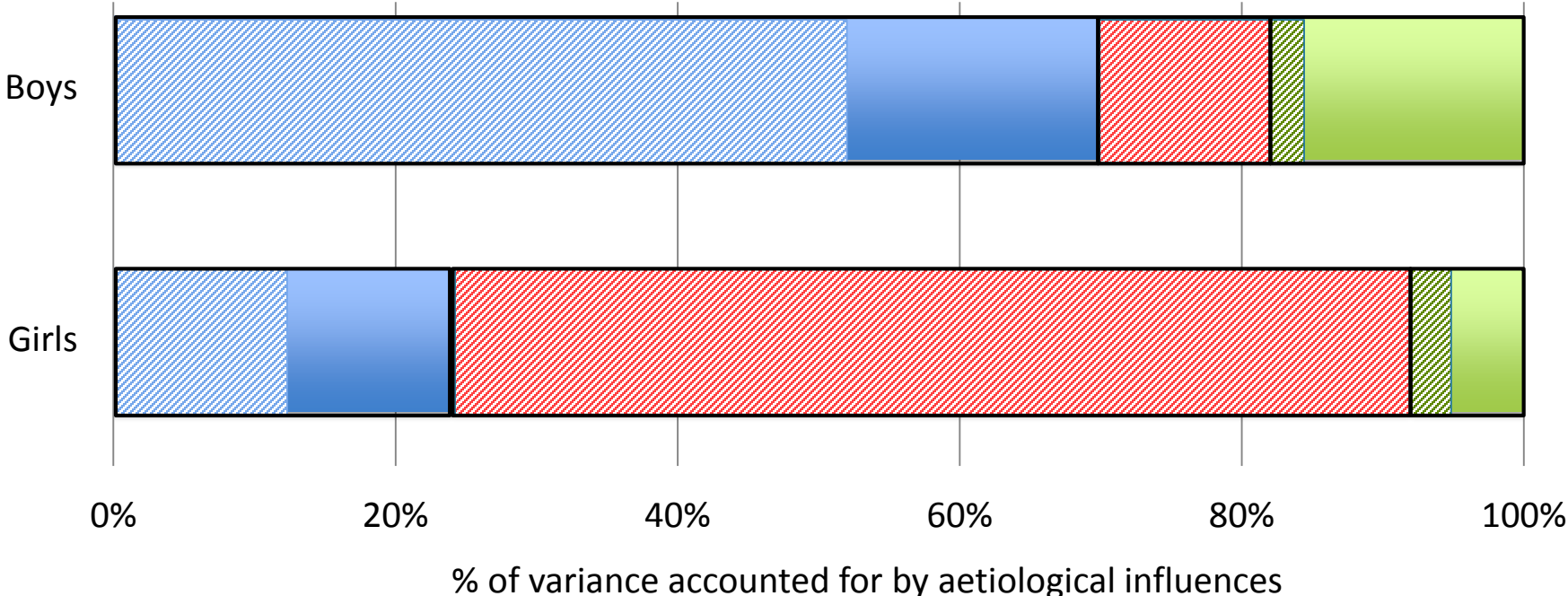
■ A = Genetic ■ C = Shared environment ■ E = Non-shared environment



Pervasive behaviour: Across time

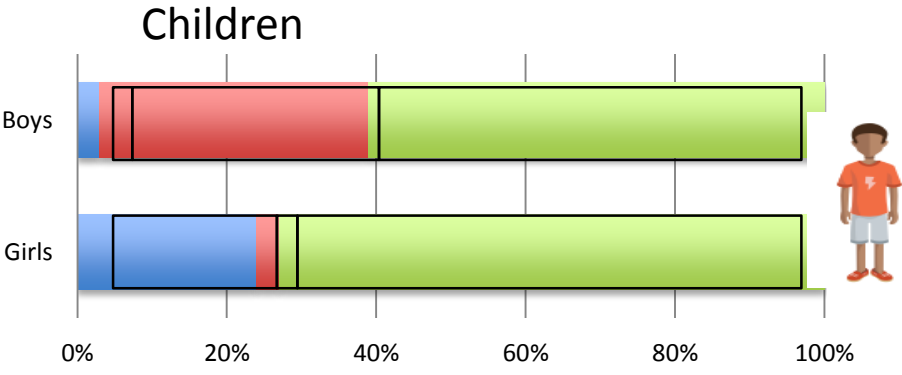
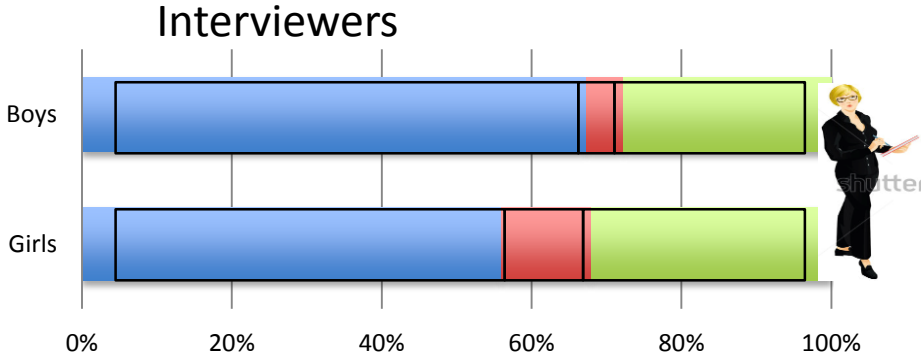
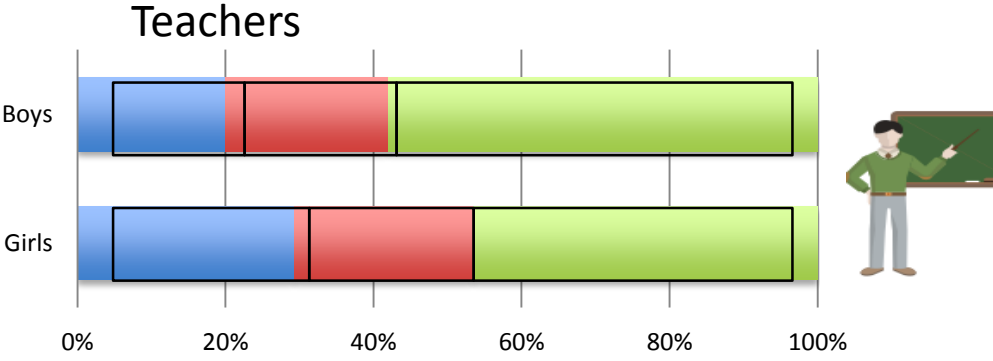
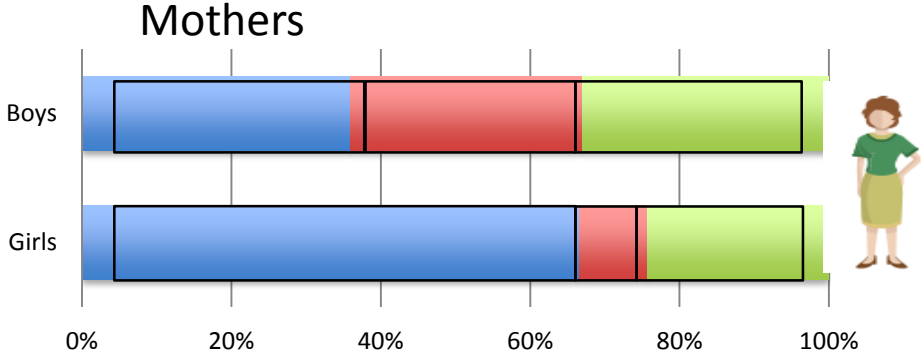
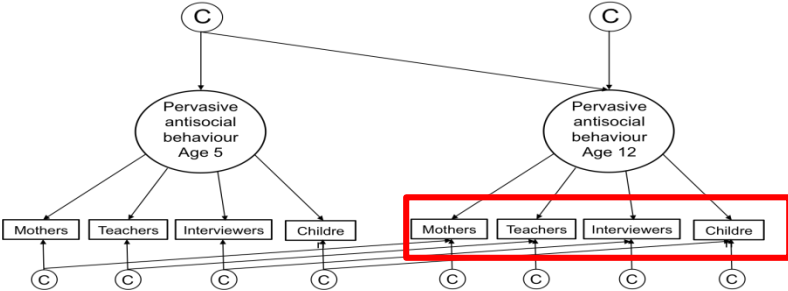


■ A = Genetic
 ■ C = Shared environment
 ■ E = Non-shared environment
 = How much of the influence was already in place at age 5



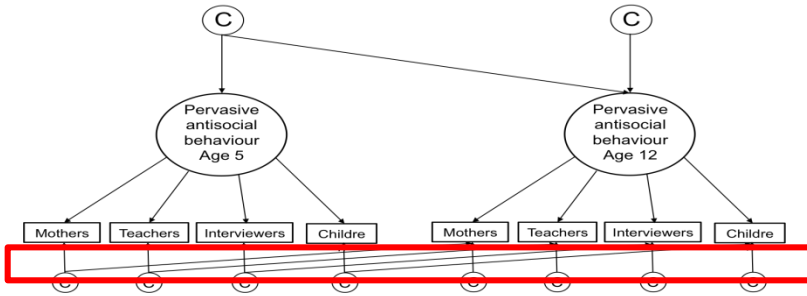
Situational behaviour: Age 12

■ A = Genetic ■ C = Shared environment ■ E = Non-shared environment



% of variance accounted for by aetiological influences

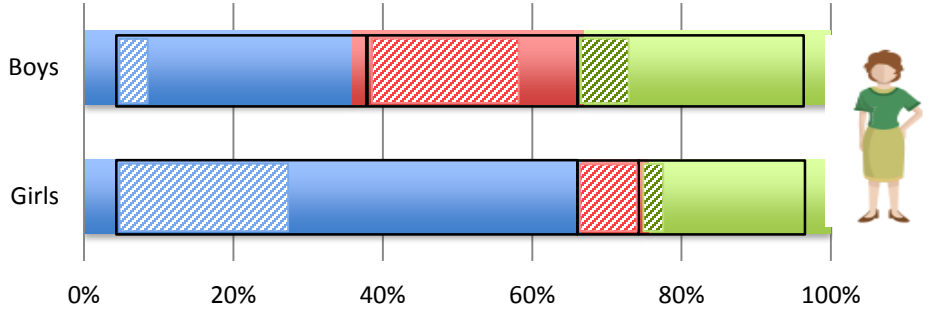
Situational behaviour: Across time



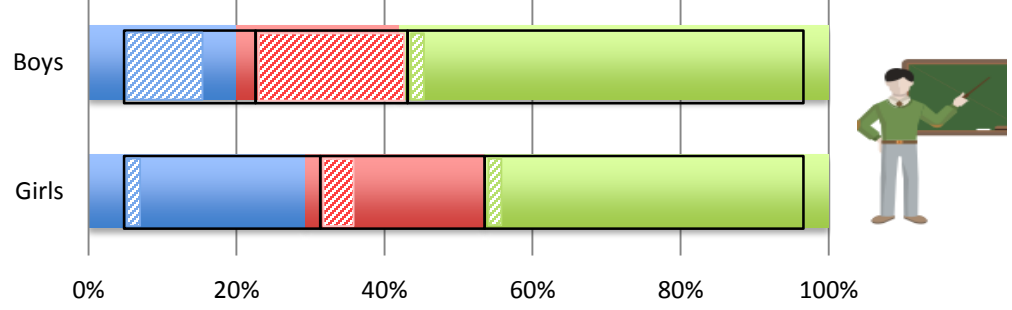
■ A = Genetic ■ C = Shared environment ■ E = Non-shared environment

▨ = How much of the influence was already in place at age 5

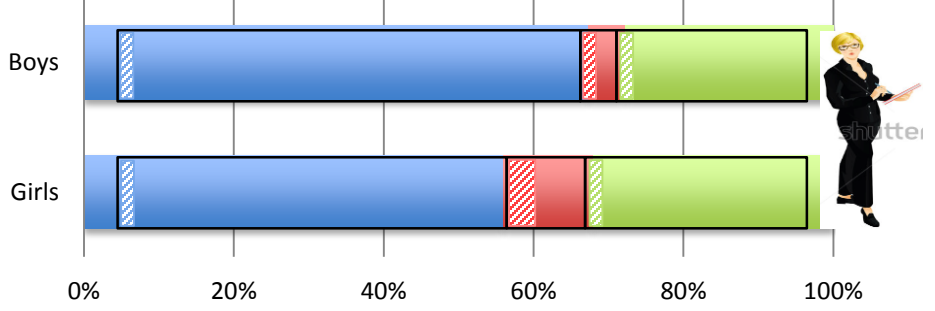
Mothers



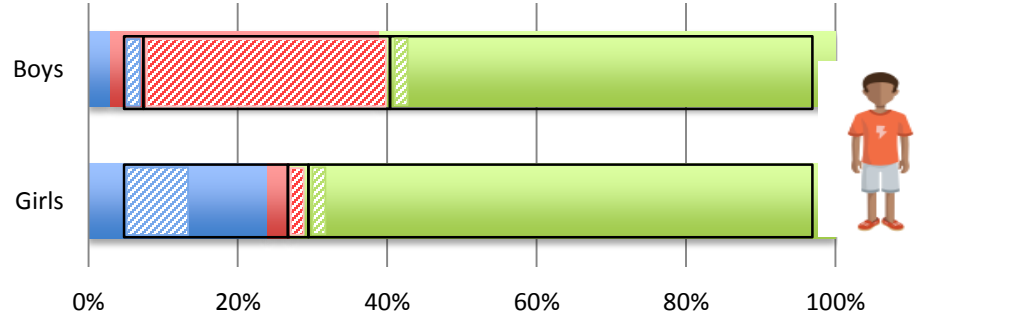
Teachers



Interviewers



Children



% of variance accounted for by aetiological influences

Summary

Pervasive behaviour

- Pronounced sex differences in aetiology
- Influences mostly genetic and shared-environmental
- Influences mostly stable across time

Situational behaviour

- Less pronounced sex differences in aetiology
- Some genetic influences, large non-shared env. Influences
- Influences less stable across time

Cross-cohort comparisons

- *Multiple informants*
- Other approaches to measuring pervasiveness:
 - Observing children in different contexts
 - Giving one informant a questionnaire asking about different contexts
- *Twin design*
- Other methods to measuring aetiology:
 - Directly assessing genetic variants
 - Directly assessing environmental influences

THANK YOU



Understanding Society
THE UK HOUSEHOLD LONGITUDINAL STUDY

Longitudinal associations between social networking website use and happiness in young people

An initiative by the Economic and Social Research Council, with scientific leadership by the Institute for Social and Economic Research, University of Essex, and survey delivery by NatCen Social Research and TNS BMRB

Ofcom reports on technology and social media use among UK adults, adolescents & children

Technology

- Among 12-15 year olds
 - 80% watch TV regularly
 - 69% use a mobile phone
 - 49% use a computer
 - 39% use a tablet

Social Networking Sites

- 72% of all adults use SNS
- SNS use varies by age
 - 93% of 16-24 year olds use SNS
 - 92% use daily
- Among 12-15 year olds 71% use SNS
- 20% of 8-11 year olds have a SNS profile

Happiness among adolescents



- The 2014 Good Childhood Report uses data from a variety of sources to analyse UK children and adolescent well-being (The Children's Society and The University of York, 2014)
 - Year 6 and 8 children rated their overall life satisfaction as 8.5/10
 - 7% had low life satisfaction
 - The mean level of happiness among this group was 8.6/10
 - Younger children more happy
 - Boys reported higher means of happiness than girls
 - Happiness increased between 2000-2008 among 11-15 year olds but then dropped in 2009 and has not increased very much since
 - Boys consistently had higher levels of happiness
-

Current evidence about social media and happiness

- Most of the evidence is based on cross-sectional studies

Evidence from wave 1 UKHLS data shows that young people who chatted on SNS between 1-3 hours had significantly lower levels of happiness compared to those who chatted for <1 hour (Booker, et al, 2015)

- Longitudinal Studies

Chinese students who at risk of moderate to severe internet addiction and who were depression free at baseline were 2.5 times more likely to develop depressive symptoms 9-months (Lam & Peng, 2010)

A sample of Spanish adolescents aged 13-17 found: (Gamez-Guadix, 2014)

Depressive symptoms at time 1 predicted an increase in internet use for social interactions, mood regulation and other negative outcomes at time 2

Only negative outcomes of internet use at wave 1 predicted depressive symptoms at wave 2

Research Questions



- How does SNS use and happiness change with age among UK young people?
 - Are these changes related?
 - Are initial levels of SNS use or happiness related with changes in the other?
-

UKHLS Youth Panel



- Paper and pen questionnaire given to young people aged 10-15 annually
 - Similar to the adult interview there are annual and rotating modules
 - At wave one, 4,899 young people completed questionnaire
 - 949 young people have participated in all four waves
 - The analysis sample for this study is 8,895
 - 50% male
-

Chatting on Social Networking Websites



- Young people were asked if they belong to a social web-site

If yes, then how many hours on a normal school day do they spend chatting or interacting with friends

Response ranged from none to 7+ hours

Responses were recoded:

0 = Do not belong to a SNS

1 = less than 1 hour

2 = 1-3 hours

3 = 4 or more hours

Happiness



- Young people were asked 6 questions about their happiness with different domains of their life: family life, friends, school, schoolwork, appearance and life overall

Questions were scored on a 7-point likert scale

A total happiness score (range 6-42) was created with higher score indicating higher levels of happiness

Mean happiness score = 35.4 (SD = 5.04)

Covariates



- **Time varying**

- Parental marital status

- Married (ref), unmarried and divorced

- Highest parental educational qualification

- In two parent households the highest qualification was taken

- Degree (ref), other higher, a level, GCSE & O levels and no qualification

- **Time invariant**

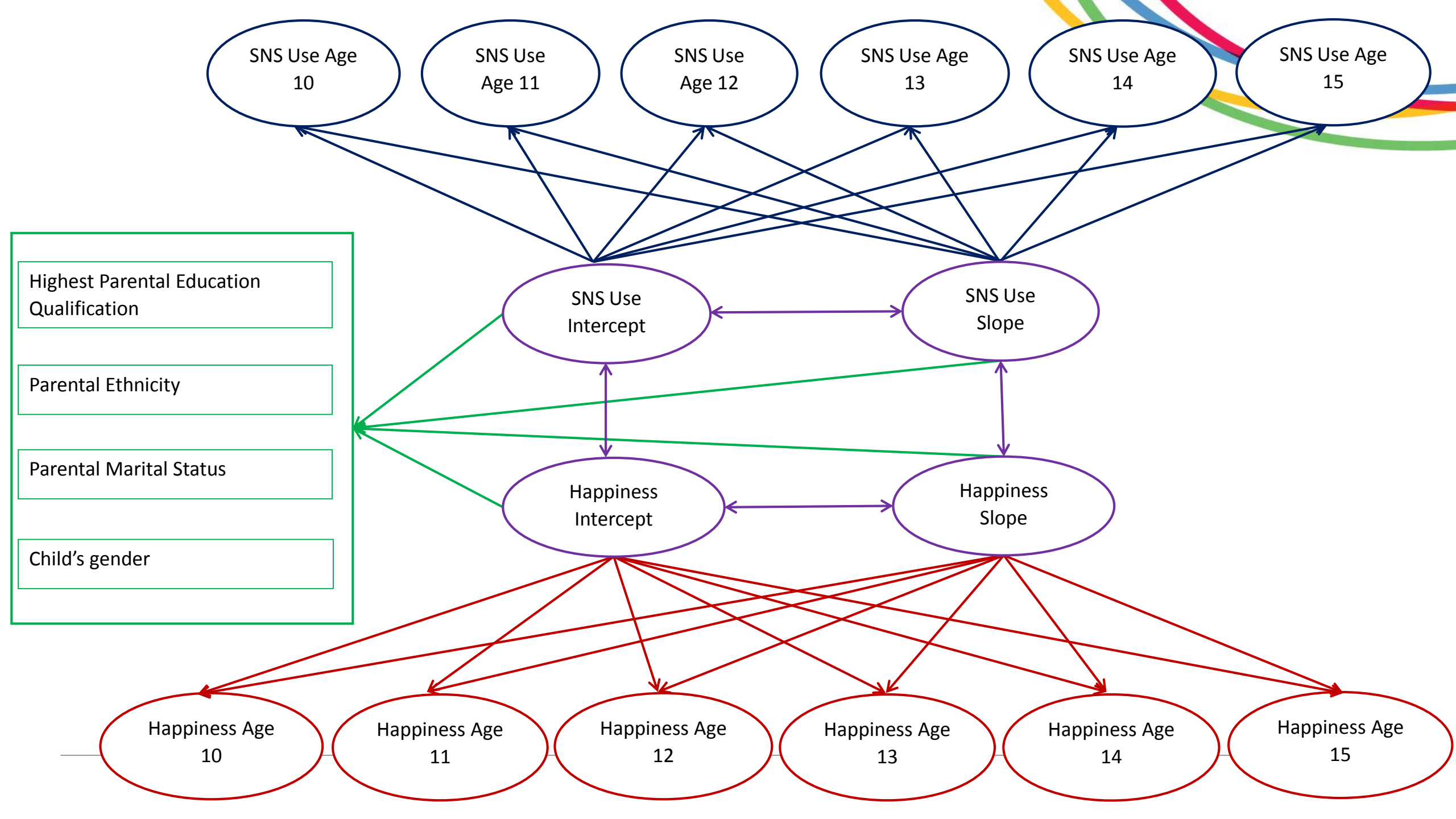
- Parent's ethnicity

- Child's gender

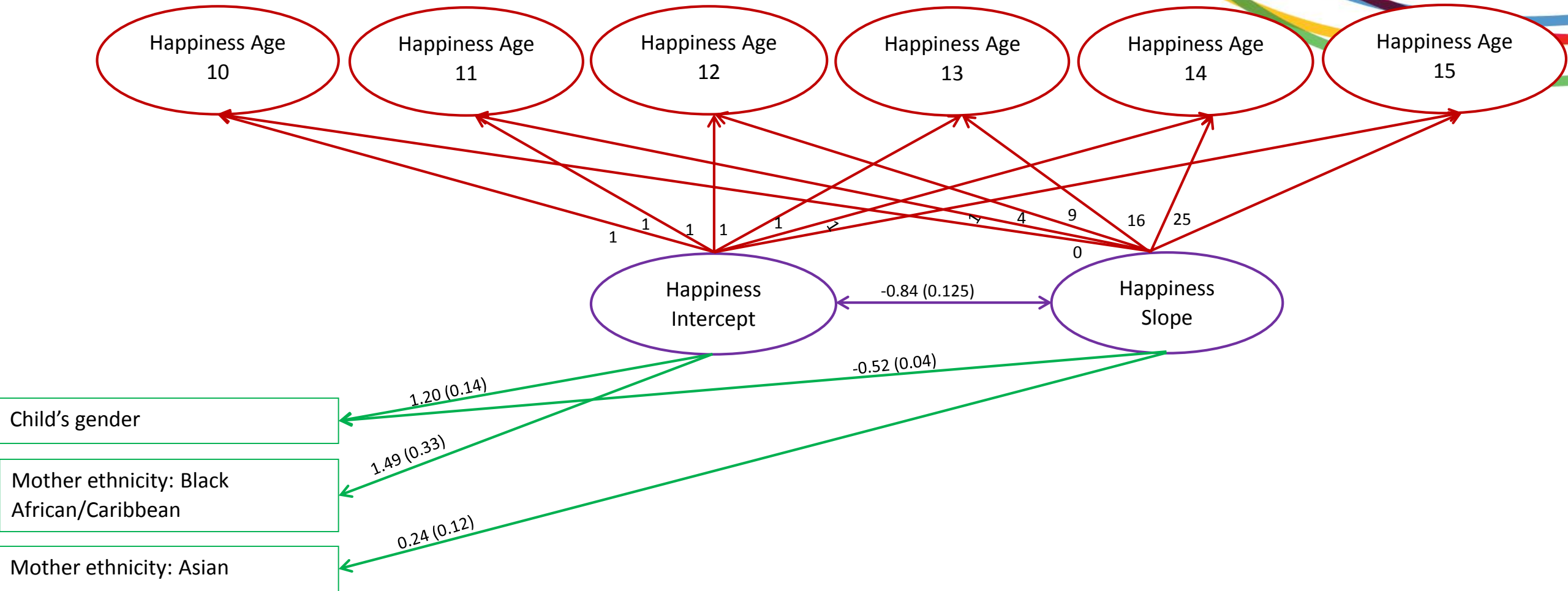
Parallel Growth Models



- Latent growth curve models to examine the changes in SNS use and happiness of the average 10-15 year old using the first 4 waves of UKHLS
 - One model each for SNS use and happiness
 - Covariates were included in each model
 - Models were then combined in parallel growth model to investigate the correlations between the intercepts and the slopes of each model
-

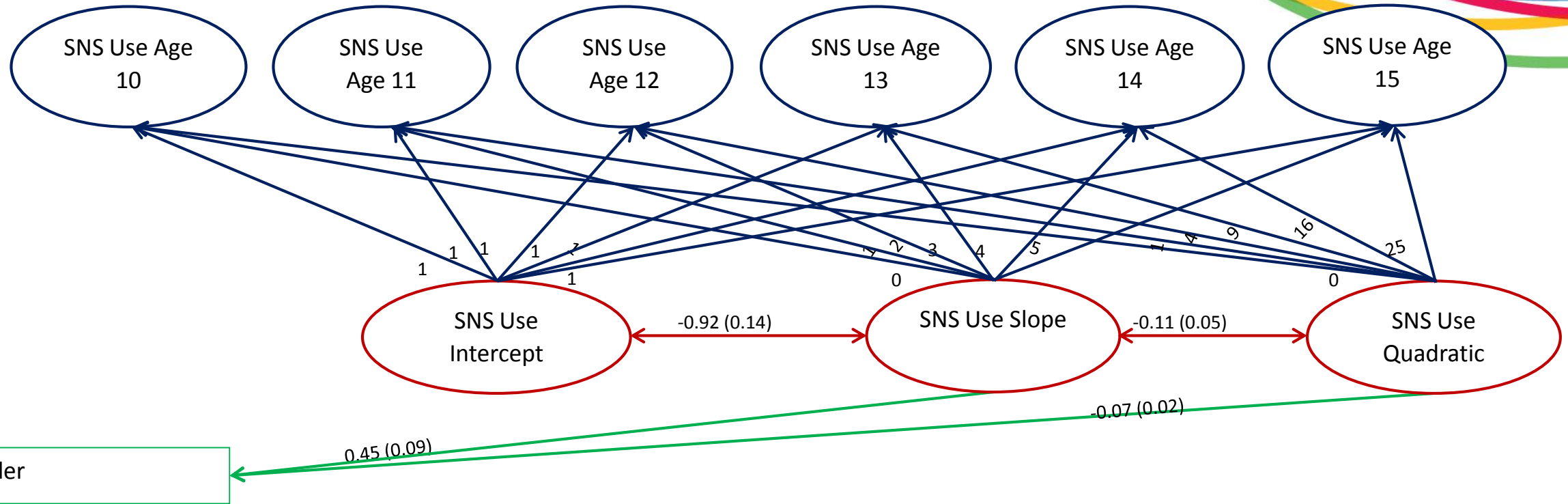


Happiness Model Results



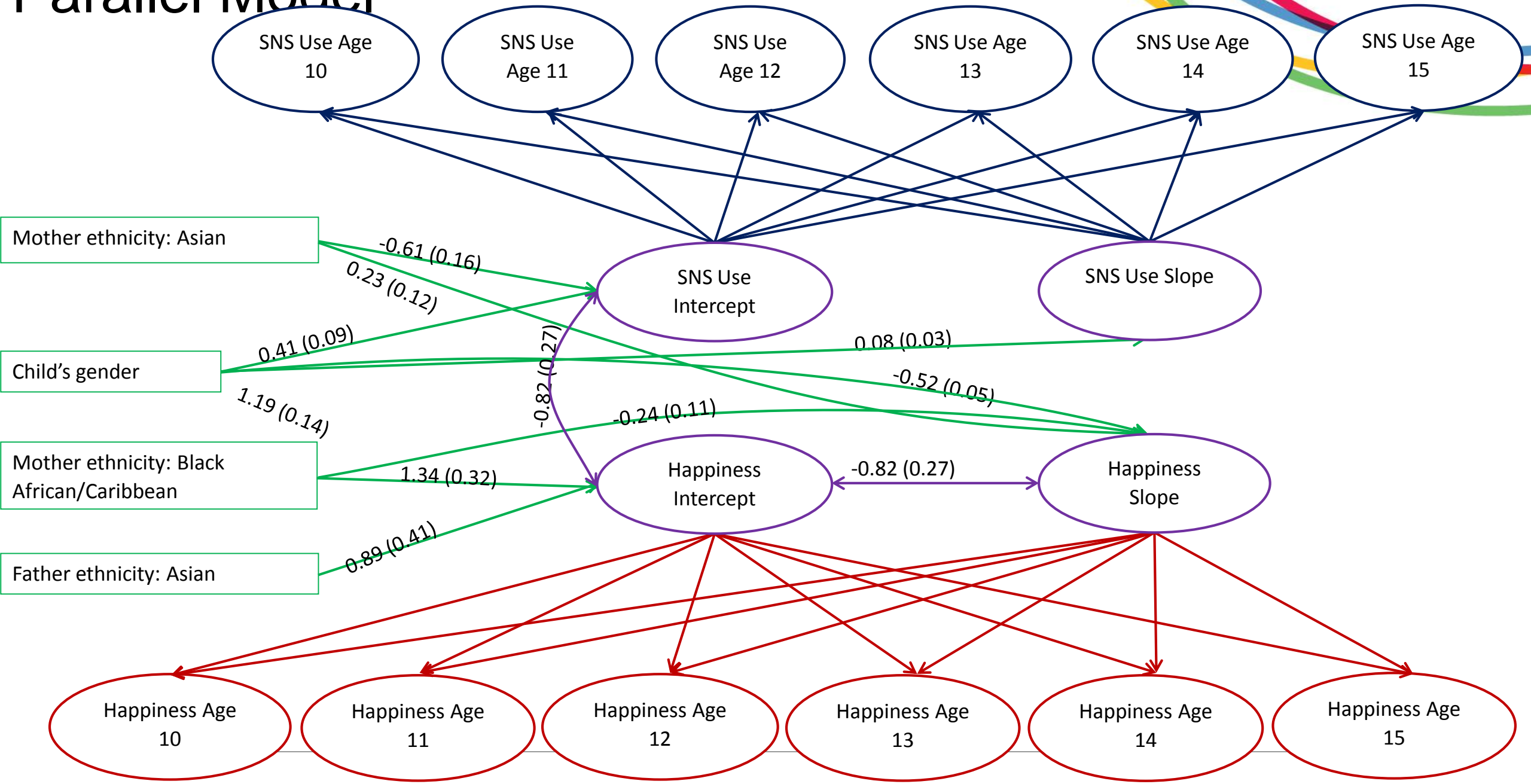
Mean happiness at baseline is 34.65 (se =0.22), which increases on average by 0.21 (se = 0.07) with 1 year in age increase.

SNS Use Model Results



Mean SNS use was set at 0. SNS use increases by 0.52 (se = 0.38) with 1 year increase in age.

Parallel Model



Is SNS use associated with happiness over time?



- Both happiness and SNS use increase with age
 - The increase in SNS also slows down with age
 - Rates of change in SNS use and happiness varied by gender
 - There was also an association between having a Black African/Caribbean mother and change in SNS use
 - Baseline happiness and SNS use were the only significant associations
-

What still needs to be done?

- Test for gender differences
- Include time varying covariates to parallel model



What are some of the strengths & limitations?

- **Strengths**

- One of the first longitudinal studies of the associations between SNS use and happiness among young people

- Large, nationally representative sample

- **Limitations**

- Do not have information on:

- Non-school day use

- Use of SNS on other platforms (i.e. smartphones and tablets)

- Other uses of SNS, not for chatting with friends

- Which sites are used and whether sites are used differently

- SDQ is not measured annually so we cannot look at a measure of negative well-being

Final Thoughts



- SNS use and happiness change with age among UK young people
 - While the levels of SNS use and happiness at wave 1 were associated the rates of change were not
-

Acknowledgments



- UKHLS
 - ESRC
 - Co-Authors
 - Amanda Sacker
 - Yvonne Kelly
-



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Find out more about our work and sign up for our e-news
letter www.iser.essex.ac.uk
[@iseressex](https://twitter.com/iseressex)

For more information about UKHLS
<https://www.understandingsociety.ac.uk/>
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Closing plenary session

Auditorium

17:10-17:40

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