

Innovating Children and Young People Mental Health Services

CLAHRC EoE Research Group

We provide evidence to support **the design and evaluation of innovative services and interventions** for young people at risk of mental health difficulties.

Family Happiness and Well-Being Service (FAB)

An evaluation of a service providing early identification of mental health need in Reception and Year 1 pupils and offering an evidence-based parenting intervention for those whose children are at risk of mental health difficulties. We aim to describe key factors in the efficacy, feasibility and acceptability of identification of and early intervention for mental health difficulties in primary schools.

'hey! Cambridge' (Copyright© 2014)

The [Cambridge Family Social Enterprise \(CFSE\)](#) provides a holistic evidence-based bespoke early intervention mental health service for children and young people of school age. 'hey! Cambridge' is community-based and co-designed with partners and service users. To ensure that the care is meeting the need, we use outcome measures with regular reviews and iterative service design

Development of a prototype school-based mental health early identification and response program (DEAL)

Developing a prototype school-based mental health identification programme and delivery model to aid primary schools to systematically identify children at risk of, or currently experiencing mental health difficulties, and to connect them with appropriate support or services to improve mental health outcomes. We aim to provide a model that is contextually sensitive and can be tailored to different school settings to ensure optimal implementation.

The Delphi Study

To inform the design and delivery of community-based mental health and wellbeing services for children and young people in the East of England, we collaborated with members of the general public, people using mental health services and their carers, and professionals. The priorities that emerged were enhancing school culture, promoting resilience in the school setting, helping children and young people manage school related pressures, building professional capacity to identify and respond to mental health worries and problems, and increasing access to information.

The Mindful Student Study

We are assessing whether mindfulness training improves university students' resilience to stress. This is one of the largest randomised controlled trials assessing mindfulness interventions. Its pragmatic design evaluating the provision of a service, will help to inform student welfare policies in the global context of increasing participation in higher education. The protocol is available [here](#).

Process evaluation of the CYP IAPT quality improvement initiative in Cambridgeshire

A detailed exploration of how CYP IAPT was implemented by one partnership across Cambridgeshire and Peterborough. This work will help to inform local implementation efforts, and together with the recent national audit may help to identify factors that are important for explaining implementation success or failure.

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