Fás Aníos in Éirinn
Growing Up in Ireland

15th Annual Research Conference
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Book of Abstracts

Keynote Presentation: Room 1, Stratocaster A&B, 1pm

The interconnected dynamics of socioeconomic disadvantage and family mental health in Scotland

Professor Morag Treanor (University of Glasgow)

Biography:

Professor Morag Treanor, University of Glasgow, is an expert in the impact of poverty on child well-being. She uses longitudinal data, especially the Growing Up in Scotland study, to explore how income affects children's cognitive, social, emotional and behavioural developmental outcomes and educational transitions. Morag is the author of the book, '*Child Poverty: Aspiring to Survive*' (2020) and her paper, '*The Indivisibility of Parental and Child Mental Health and Why Poverty Matters*', with Patricio Troncoso, was published in the Journal of Adolescent Health earlier this year.

Abstract:

In this keynote, Morag discusses her research on the interconnected dynamics of poverty, parental employment, and family mental health using nine waves of data (2005/06 to 2017/18) from Growing Up in Scotland (GUS), a nationally representative longitudinal study. She employs a series of statistical methods to understand the longitudinal trajectories of poverty, work intensity, children's and parents' mental health, and their interrelationships. The results show that unstable work and poverty trajectories significantly impact the trajectories of conduct and emotional problems in children. It also finds strong evidence that parental, and children's mental health are intricately related over time. Structural inequalities, particularly the profound influence of poverty, cast a long shadow, intensifying mental health problems for both parents and children. The findings have direct implications for policy and research, emphasising the need for a contextualised whole-family approach to poverty and to mental health.

Session A: Room 1, Stratocaster A&B, 9:50am

Volunteering among young adults in Ireland

Emer Smyth (ESRI)
James Laurence (ESRI)

Session A, Room 1, Stratocaster A&B

Background: Research shows volunteering in local services can benefit both young people and their communities. The Better Outcomes, Brighter Futures (2019) policy framework highlights the importance of young people feeling connected, respected and contributing to their world. To date there has been an absence of systematic research on volunteering among Irish youth. This study aims to fill this gap by looking at the factors associated with volunteering and how it affects young people's life outcomes.

Methods: The study applies multivariate regression analyses to test the associations between young people's characteristics and their sports and non-sports volunteering. When testing how engagement is associated with life outcomes, lagged dependent variable models are undertaken where possible.

Results: Volunteering varies by both gender and family background. Education plays a key role in volunteering, with higher levels among those who were more positive about school, took Transition Year, got better grades and went on to higher education. Local access to facilities (sports and youth clubs) emerges as important for volunteering in adulthood. Extracurricular involvement early in life is strongly associated with later life volunteering. Volunteering is also associated with positive life outcomes, including higher life satisfaction and a stronger adult identity, and plays a protective role for young people living in communities with a weaker social infrastructure.

Conclusion: The study identifies several areas where governmental intervention could boost engagement and reduce inequalities in volunteering across different social groups.

Caregiving among young adults: Antecedents and outcomes

Helen Russell (ESRI)
Emer Smyth (ESRI)

Session A, Room 1, Stratocaster A&B

Context: While there is growing attention on young adult carers, much of the research conducted has been cross-sectional in nature and has focused on care for those with illnesses rather than the full spectrum of care for others.

Method: In this paper we draw on the '98 GUI Cohort to explore the extent of caregiving by young adults (aged 17-20 years) in Ireland, the factors influencing caregiving and the consequences of caring for wellbeing and educational outcomes.

Results and conclusions: Just over one-in-four 17-year-olds and one-in-five 20-year-olds report engaging in regular caregiving for a family member, most commonly a young sibling or a grandparent. One-in-ten 17-year-olds and 8% of 20-year-olds are involved in caring for a parent. We find that young people involved in care at 17 years of age tend to receive lower Leaving Certificate grades than their counterparts, taking account of prior achievement, particularly if they are caring for multiple family members. They are less likely to progress to higher education, largely because of their lower grades, and where they do so, are potentially constrained in their choices by placing a strong emphasis on being able to live at home in selecting an institution. They are less likely to have moved out of the parental home by the age of 20, even when we take account of lower participation in higher education. There is little structured relationship between wellbeing and caregiving but parental illness, particularly persistent maternal depression, is associated with lower levels of life satisfaction and higher depression rates.

Session B: Room 2, Alhambra, 9:50am

Identifying high-risk subgroups for self-harm in adolescents and young adults: A longitudinal latent class analysis of risk markers

David McEvoy (RCSI)
Ross Brannigan (RCSI)
Cathal Walsh (University of Limerick)
Ella Arensman (UCC)

Session B, Room 2, Alhambra

Background: Self-harm is a major public health problem in young people and is governed by a complex interaction of biological, psychiatric, psychological, social, and cultural risk factors.

Context: Self-harm is the most important risk factor for suicide and suicide is one the main causes of death in young people.

Methods: We conducted a latent class analysis using risk markers for self-harm from three waves (age 13, 17 and 20) from the Growing Up in Ireland (GUI) study.

Results: We found a group with high peer adversity at age-13 that had a three-fold risk of self-harm by age-17. There were also groups at age-13 with high levels of depression, with moderate levels of internalising problems, with conflict-between-parents and with both high substance use and poor school behaviour that all had an approximately 2-fold risk of self-harm by age-17. At age-17, we found two groups with depression: an undiagnosed group and a diagnosed group with a three- and seven-fold risk of self-harm by age-20, respectively. There was also a group with higher substance use, school problems and smoking, a group with experience of bullying and a group with conflict-between-parents that had between a two- to four-fold risk of self-harm by age-20.

Conclusions: This study provides evidence as to what groups of risk markers are informative and at what periods of adolescence into young adulthood, which can inform intervention efforts to reduce self-harm for clinicians as well as other professionals who work with young people, such as teachers, university staff or social workers, in community settings.

Young adult functional outcomes of childhood psychopathology

Niamh Dooley (RCSI, King's College London)
Colm Healy (UCD, University of Edinburgh, RCSI)
Brendan Kennelly (University of Galway)
Mary Cannon (RCSI)

Session B, Room 2, Alhambra

Background: The general question driving this study was: what does life in late teens and early 20s look like for individuals who had mental health problems as children?

Context: In a previous study in GUI '98 (Healy et al., 2022) we found that children typically fall into 1 of 4 childhood mental health groups between ages 9-17. These were characterised by (1) few mental health symptoms [72%], (2) "externalising" symptoms such as hyperactivity or antisocial behaviour [20%], (3) "internalising" symptoms such as depressive and anxiety symptoms [5%], or (4) a combined profile of internalising and externalising [2%].

Method: Using GUI '98, we explored the association between these mental health groupings across ages 9 and 13, and subsequent functional outcomes in the same individuals at ages 17 and 20. We considered 7 outcomes: educational/economic outcomes, health service use, poor mental and physical health, social isolation, substance abuse, and subjective wellbeing.

Results: Those with internalising, externalising and combined profile of childhood symptoms had significantly higher rates of poor functional outcomes in young adulthood, compared to the no psychopathology group. These childhood psychopathology groups had particularly high rates of poor educational/economic outcomes by age 20 (e.g. low points in Leaving Certificate, financial difficulties). These associations remained significant after controlling for the child's familial income, and other socioeconomic factors.

Conclusion: Findings point to the need for a wider range of preventative supports for children and adolescents with a history of mental health problems, beyond just mental health support (e.g., physical health, educational supports).

Session C: Room 3, Stratocaster C, 9:50am

Impact of bullying and parent-child conflict on self-concept: Analysis using secondary data from waves 1 and 2 of the *Growing Up in Ireland* survey

Kayla O'Flaherty (Trinity College Dublin)
Charlotte Wilson (Trinity College Dublin)

Session C, Room 3, Stratocaster C

Background: Self-concept can be negatively impacted by a range of factors. In particular, bullying victimisation and parent-child conflict have been indicated to negatively impact self-concept.

Context: The present study seeks to fill gaps found in existing literature through the addition of variables that may contextualise the formation of self-concept and identify potential factors that impact self-concept among students.

Methods: This study was conducted using data from Growing Up in Ireland (GUI) Cohort '98, a longitudinal and nationally representative sample of Irish children containing nearly 8,000 participants. Participants were aged 9 at Wave 1 and aged 13 at Wave 2. Data regarding the child's self-concept, bullying victimisation status, and parent-child conflict were used for the present study. A series of *t*-tests and a Chi-Squared analysis were initially run to determine relative significance among variable relationships, and a hierarchical regression was run to determine the extent each of the variables contributed to the development of children's self-concept at Wave 2 (13-years-old).

Results: Results indicated that bullying victimisation and parent-child conflict, each measured at two time points, significantly predicted self-concept at Wave 2, even when accounting for previous self-concept.

Conclusion: The present study has practical implications from a clinical perspective. Future research can look at children not represented in the sample, such as those home-schooled or in uncommon learning environments. However, through the results of this study, it can be understood that both what happens among peers (bullying victimisation) and at home (parent-child conflict) are important in the development of children's self-concept.

The relationship between victimisation, depressive symptoms and self-concept in 9-year-old children

Mary Bollard (Northumbria University, Munster Technological University)

Session C, Room 3, Stratocaster C

Background: Victimisation is a global health concern experienced by large numbers of children with 31% of Irish primary school children reporting being bullied by physical, verbal, written cyber and exclusion methods. Previous research centres on adolescence and young adulthood, indicating multiple risk factors and immediate and long-term negative outcomes, linking victimisation, as a key factor to the development of depression. Much less is known about the psychosocial processes within victimisation and depression, personal mediating candidates, and with reference to younger children.

Methods: This quantitative correlational study explored the relationships between frequency of victimisation, global self-concept, and depressive symptoms, and physical, verbal, cyber, written and exclusion bullying, with global self-concept in a mediating role, using secondary data from a large cohort of 8032 nine-year-old children taken from the Growing Up in Ireland Longitudinal Study, controlling for demographic factors.

Results: Subsequent statistical analysis indicated:

a) a significant negative relationship between frequency of victimisation and global self-concept level score, with victimised children by each subtype, scoring lower on the Piers Harris self-concept scale than non-victimised.

b) a significant positive relationship between frequency of victimisation and scores on the Strengths and Difficulties Emotional Subscale

c) exclusion bullying presented as most detrimental to mental well-being

d) global self-concept was found to partially mediate victimisation frequency, and depressive symptoms, and also exclusion victimisation and depressive symptoms.

Conclusions: Self-concept acts in a mediating role in experiences of victimisation and depression in 9-year-old children. The implications are that it may play a protective role in the mental well-being of children. This finding may underpin future research and development of a national programme promoting and nurturing children's esteem within the education system. Implications of these findings and others, with suggestions for further research are further discussed within.

Session D: Room 1, Stratocaster A&B, 11:00am

The association between gambling and mental health outcomes for young people in Ireland

Gretta Mohan (ESRI)

Session D, Room 1, Stratocaster A&B

Background: Globally, there has been a huge increase in gambling availability and participation in the last thirty years. Young people are the highest risk cohort of exposure to, and engagement in, online gambling, and young adults may be at a heightened risk of engaging in problem gambling. Studies have demonstrated a positive relationship between gambling behaviours, and mental health and wellbeing challenges, though there is a lack of evidence for the Irish context.

Context: The Gambling Regulation Bill 2022 is currently going through Ireland's Houses of Oireachtas, highlighting a need for an evidence-base on the effects of gambling on society.

Methods: Multiple regression models use the *Growing Up in Ireland* '98 Cohort to estimate the association between gambling behaviours at ages 17 and 20 and a broad range of indicators of mental health and wellbeing (e.g., life satisfaction, depression, diagnosed mental health conditions, psychosis). An important component of this study will be identifying methods to account for a possible bi-directional relationship between gambling and mental health; the availability of longitudinal data with repeated measurements offers an opportunity to refine cross-sectional associations.

Results: At 20 years, 9.3% were engaging in online gambling (up from 2.6% at 17 years), and 7.2% were regularly gambling. Preliminary modelling indicates a positive relationship between regularly gambling and depression status of 20-year-olds, though where measures of personality are adjusted for the significance of the estimated result on gambling behaviours is removed.

Conclusions: The research explored in this study is of substantial interest to parents, the public, policymakers, and researchers. The work also highlights a need for a problem gambling measure in the data.

Use of pornography and sexual health and wellbeing in young adulthood: Evidence from *Growing Up in Ireland*

Anne Nolan (ESRI)
Emer Smyth (ESRI)

Session D, Room 1, Stratocaster A&B

Background/Context: Sexual activity is an important component of physical and mental health and wellbeing. The period from adolescence to early adulthood involves major transitions in social and economic life, and these transitions are accompanied by new health, social and personal behaviours that often track into adult life. Exposure to pornography can influence youth sexual attitudes, which, in turn, can impact their sexual behaviour and socio-emotional wellbeing (Andrie et al., 2021; Dooley et al., 2019).

Methods: In this paper, we use data from the '98 Cohort of Growing Up in Ireland (GUI) to examine the determinants of use of pornography at age 20, and the extent to which use of pornography interacts with sexual health behaviours (e.g., use of contraception) at age 20.

Results: Data on risk and protective factors such as family socioeconomic background, parent, peer and intimate relationships, timing and sources of information about sex and relationships at age 20 (and earlier ages) are examined. At the age of 20, almost two-thirds (64 per cent) of 20-year-old males from this cohort reported using the internet for pornography (compared to 13 per cent of females).

Conclusion: There is a need for research on the risk and protective factors for pornography use in young adulthood, and the consequences of pornography use, in order to inform policy development, in particular for the National Sexual Health Strategy, and the school curricula on Relationship and Sexuality Education.

Associations between parental and child drinking behaviours

Eoin McNamara (DCEDIY)

Session D, Room 1, Stratocaster A&B

Background: Adolescent alcohol consumption is a substantial health risk, and drinking patterns in youth are strongly predictive of adult drinking behaviour. Identifying and targeting risk factors at an early stage is vital. Whilst there exists strong evidence of an association between parental and child drinking behaviour, the role of different factors (parental consumption/attitudes, parent-child relationship) remains unclear. This study aims to analyse longitudinal trends in adolescent drinking behaviour, exploring the effect of parental drinking and the parent-child relationship on problematic drinking.

Methods: Longitudinal data were gathered from three waves of the Growing Up in Ireland study (13, 17/18 and 20 years). Information on problematic drinking behaviour, the quality of the parent-child relationship, and a range of socio-demographic indicators was gathered from both the young participants and their parents. Associations were explored via multiple regression.

Results: At age 13, 16% of young people had drank alcohol; this figure had increased to 96% by age 20. Drinking behaviour was considered 'high risk' for 9% of 17-year-olds, doubling to 18% by age 20. Early drinking onset and problematic drinking was highly predictive of subsequent drinking behaviour. Parental drinking behaviour and parent-child relationship quality were independently predictive of child problematic drinking at ages 17 and 20.

Conclusion: The predictive effect of parental drinking behaviour was not moderated by the quality of the parent-child relationship, highlighting the negative impact of problematic parental drinking behaviour on the child.

Session E: Room 2, Alhambra, 11:00am

Digital use and digital inequality among Irish children from different ethnic backgrounds

Melissa Bohnert (Trinity College Dublin)
Pablo Gracia (Trinity College Dublin)
Stefanie Sprong (Utrecht University)

Session E, Room 2, Alhambra

Background: There is increasing knowledge on how digital use impacts child well-being across different sociodemographic groups. Yet, research focusing on the digital engagement of children of migrant origin is very limited, despite the known inequalities for this group across multiple domains.

Context: Increased immigration is making the Irish population more ethnically diverse, making it increasingly relevant to study how children's digital use, including quantity (i.e. time spent on digital devices) and type (i.e. engagement in specific digital activities), differs by ethnic background.

Methods: We use the Wave 5 (Age 9) from the GUI Infant Cohort (N=8,021) to examine differences and similarities in children's digital use by ethnic background.

Results: We find that screen-time, device ownership and internet access are fairly similar across ethnic groups. However, we observe some key differences in digital activities and behaviour. Children of Asian ethnic backgrounds engage much less in video games, and, along with children of African/Black backgrounds, have higher levels of adult supervision of digital activities than children from other ethnicities. Additionally, children of African/Black ethnic origin engage, on average, in the highest number of digital activities, and engage more in media consumption digital activities (e.g. watching TV/movies, streaming music, reading books online).

Conclusion: Preliminary results show both differences and similarities in children's digital engagement by ethnicity. In future steps we will examine ethnic variations in (1) mediating roles of demographic and socioeconomic factors in shaping child digital use and (2) associations between child digital use and key outcomes (e.g. academic performance, well-being).

Narrowing English language achievements gaps by migration background and the role of school

Frances McGinnity (ESRI)
Helen Russell (ESRI)
Merike Darmody (ESRI)
Stefanie Sprong (Utrecht University)

Session E, Room 2, Alhambra

Background: Research suggests that migrant-origin students tend to experience disadvantages in academic achievement. Along with social background, the language spoken in the home and the characteristics of the school environment are likely important factors shaping these inequalities. However, less is still known about when gaps emerge, how they subsequently develop, and what factors might help to narrow them.

Context: Ireland provides an interesting case study as a 'new immigration country' with a diverse and relatively highly educated migrant population. Using data from the '08 GUI cohort, this study examines a) to what extent English language skills differ by migration and linguistic background; b) how these achievement gaps develop; and c) what role school characteristics play in this.

Methods: We use linear regression models with a lagged dependent variable. Models are weighted to account for sample attrition and multiple imputation is employed to deal with missing values.

Results: There is strong progress in English language achievement for migrant-origin children between age five and nine. Despite this catch-up, children living in a household without a native speaker are at a disadvantage at age nine. These children are also more likely to attend more disadvantaged schools, and attending a more disadvantaged school negatively impacts on English language achievement for all children. However, being in a DEIS school does not seem to impact the "catching-up" of migrant-origin children after controlling for SES.

Conclusion: English language achievement gaps by migration background narrow during primary school.

Lone parent benefit reform in Ireland: Beyond the labour market effects

Claire Keane (ESRI)
Michael Doolan (ESRI)
Karina Dooley (ESRI)
Dora Tuda (ESRI)

Session E, Room 2, Alhambra

Background/Context: We investigate the effects of the One-Parent Family Payment (OFP) reform, where the child qualifying age for the payment eligibility was reduced from 18 to 7 between 2012 and 2015. Previous research has found positive impacts on lone parent employment and incomes.

Methods: Exploiting the random age cut-off for payment eligibility and lone parent status, we estimate a causal effect (using a difference-in-difference approach) of the OFP reform on child outcomes (socio-emotional difficulties, speech concerns, BMI, obesity, overweight, long-standing illness, closeness to and conflict with the parent), using a rich, longitudinal dataset of children in Ireland, Growing Up in Ireland.

Results: We find some evidence that children of affected lone parents suffer from an increase in BMI, which increases their probability of becoming overweight or obese. Results also suggest that the OFP reform increased socio-emotional difficulties in children of affected lone parents. In general, however we find no evidence of large-scale negative effects on other outcomes for children affected by the policy change or their relationship with their parent.

Conclusion: This paper sheds light on the broader health and well-being consequences of the reform, an important addition to its previously researched labour market outcomes. While we find some negative impacts for children affected by the reform (mainly on BMI) there is no evidence of negative effects on a range of outcomes such as speech concerns, illness and relationship with their parent.

Session F: Room 3, Stratocaster C, 11:00am

A latent class analysis of mental health symptoms in primary school children: Exploring associations with school attendance problems

Jane Sharpe (University of Galway) **Brendan Bunting** (University of Galway)
Caroline Heary (University of Galway)

Session F, Room 3, Stratocaster C

Background: There is an increasing number of children experiencing School Attendance Problems (SAP's). SAP's is a collective term comprised of different types of problematic absenteeism with prevalence rates estimated at between 1-15% (Heyne et al., 2019; Leduc et al., 2022). Much research indicates that emotional and behavioural difficulties are associated with SAP's (Finning et al., 2020; Maynard et al., 2016).

Context: Figures for youth mental health and SAP's have increased considerably post covid (TUSLA, 2023; Lynch et al., 2022). The aim of this paper was to create a more nuanced understanding of SAP's by exploring how different constellations of mental health difficulties might be predictive of absenteeism in 9-year-olds.

Methods: Latent Class Analysis was used to identify combinations of mental health classes using items from the Strengths and Difficulty Questionnaire. The study assessed rates of student absenteeism across the classes and explored risk factors associated with those classes.

Results: The analysis yielded four mental health classes. Children in the high risk mental health classes had significantly higher odds of absenteeism compared to those in the low risk class and significantly greater odds of experiencing multiple risk factors. A key finding indicated that whilst different risk factors were significantly associated with the mental health classes, they did not have a direct effect on days absent, indicating that the impact of risk factors on school absenteeism is dependent on how they affect the wellbeing of the child.

Conclusion: The results illustrate the importance of recognising the relationship between mental health and school absenteeism in primary school children. A key finding indicated that whilst all the risk factors were significantly associated with the mental health classes, not all had direct effect on days absent. These results suggest that the impact of risk factors on school absenteeism is dependent on how they affect the emotional and behavioural wellbeing of the child.

Externalising behaviour among primary school children

Emer Smyth (ESRI)
Merike Darmody (ESRI)

Session F, Room 3, Stratocaster C

Background/Context: Much research on the role of school factors in student behaviour has focused on secondary level, with disengagement seen as playing an important role in students acting out within class. In contrast, research on younger children has tended to emphasise the role of individual and family factors in shaping their socioemotional difficulties, with less attention to the way in which behaviour is constructed within the school and classroom. This paper attempts to contribute to this field by using GUI Cohort '08 data.

Methods: The outcome is teacher-assessed externalising behaviour, measured using the conduct and hyperactivity subscales of the Strengths and Difficulties Questionnaire (SDQ). Multilevel modelling is used to disentangle individual, family, class and school factors.

Results: At the individual level, externalising behaviour among nine-year-olds is more prevalent among boys, those who have a chronic illness or disability, and those from more disadvantaged, lone-parent, migrant-origin and/or urban families. Behaviour is also responsive to the overall school context, being more prevalent in schools with a higher concentration of socio-economic disadvantage. Externalising behaviour is also shaped by the interaction between the child and the context, being higher where the teacher views the relationship as conflictual and where the child has more negative attitudes to school and school subjects.

Conclusion: The paper points to a complex dynamic between school and class context and externalising behaviour from early on in primary school, suggesting the need to examine and address behaviour difficulties within context.

Disruptions and discontinuities in child development: The impact of the pandemic on children's psychological distress

Ross MacMillan (University of Limerick)
Carmel Hannan (University of Limerick)
Michael Anyanwu (University of Limerick)

Session F, Room 3, Stratocaster C

Background: Developmental psychology has longstanding interest in both continuities and discontinuities in psychological well-being. The COVID-19 pandemic provides a unique opportunity to further assess developmental processes by examining if prior trajectories of psychological distress influence COVID-19 adaptations.

Context: We examine the relationship between trajectories of psychological distress from age 3 to 9 and psychological distress at age 13 (measured during the COVID-19 pandemic). Second, we examine links between trajectories of distress in childhood and COVID-19 adaptations. Third, we examine the extent of moderation and mediation between COVID-19 disruptions and psychological distress in early adolescence due to prior trajectories of psychological well-being.

Methods: We examine longitudinal data from the *Growing Up in Ireland* study for ages 3 to 12/13 that is the '08 cohort. Key measures include socio-demographic controls, the Strengths and Difficulties Questionnaire (SDQ) responses for the emotional sub-scale, the Mental Health Inventory (MHI-5), and several measures capturing COVID-19 disruptions in home, school and social life. Data analysis involved Bayesian estimation approaches for linear regression that account for missing data through a modified FIML approach.

Results/Conclusions: We found 1) minimal continuity in psychological distress in childhood and that during the COVID-19 pandemic; 2) small, almost negligible effects of trajectories of psychological distress in childhood and COVID-19 adaptations; and 3) minimal evidence of statistical moderation for COVID-19 adaptations given prior trajectories of psychological distress. We conclude by considering the implications of these findings for other disruptions such as forced migration, wars and economic collapse.

Session G: Room 1, Stratocaster A&B, 2:30pm

Compensatory and cumulative: Mother, father and teacher-child relationships interact to predict school adjustment and achievement

Caoimhe Dempsey (UCD)
Rory Devine (University of Birmingham)
Jennifer Symonds (UCD)
Seaneen Sloan (UCD)
Claire Hughes (University of Cambridge)

Session G, Room 1, Stratocaster A&B

Background: Children's relationships with parents and teachers are known to contribute to school adjustment and achievement, yet few studies have examined their interacting effects, and father-child relationships remain overlooked.

Methods: The current study uses data from three waves of the *Growing Up in Ireland* birth cohort (N = 7,507 children, 50.3% male) to address these gaps. Child-adult relationship quality – rated by both mothers and fathers at age 3 (T1) and by teachers at age 5 (T2) – were examined as predictors of age 9 (T3) measures of behavioural adjustment (rated by teachers) and academic achievement (indexed by formal reading assessments and by children's self-reported academic self-concepts).

Results: Controlling for prior levels of child problem behaviours, verbal ability, and family SES, results indicated small and comparable independent effects of children's relationships with mothers, fathers and teachers on school adjustment and achievement. Moderation analyses showed a cumulative risk pattern for negative effects of conflictual child-mother / child-teacher relationships, with a contrasting compensatory or 'good-enough' pattern emerging for the positive effect of children's relationships with either mothers or teachers.

Conclusions: Together, these findings indicate that multiple socialisers interact to influence children's developmental trajectories for school adjustment and achievement. The transition to school introduces a new context, in which the influence of teacher relationships interacts with the effects of pre-existing mother-child relationships. Children are likely to benefit from improving closeness and reducing conflict in all adult-child relationships, as well as from interventions that integrate the roles of mothers, fathers, and teachers.

Longitudinal effects of early parent involvement on student post-school intentions

Liz Smith (University of Georgia)

Session G, Room 1, Stratocaster A&B

Background/Context: International data suggests participation in third-level education leads to more positive socioeconomic outcomes compared to non-participation. Despite this, students from low-income, rural backgrounds are underrepresented in higher education spaces (Central Statistics Office, 2022). Ireland abolished one barrier to higher education in 1996, i.e. undergraduate tuition fees, but has yet to experience a significant change in the representation of low-income/rural students. Research points to motivational and social factors to determine the antecedents to student decision-making. Parental involvement is one such social factor. Therefore, examining the extent this factor impacts student aspirations is key to identifying how socioeconomic backgrounds continue to influence higher education intentions even without the barrier of financial cost.

Methods: This study uses data from the '98 cohort from the *Growing Up in Ireland* study and relates to children's educational aspirations and expectations at age 9 and 17. Using an expectancy-value theory approach to motivation, associations between student and parent expectations, values and aspirations and post-secondary educational persistence were examined.

Results/Conclusions: Correlational analyses suggest that parent expectations predict young people's intentions for third-level education at age 17, especially parents who have maintained values for education starting at age 9. There is a reciprocal relationship whereby young people's motivation informs parent expectations, which leads to parent and student perceptions of student ability and intentions to pursue higher education. A low-income/rural background impacts student enrolment in higher education beyond financial constraints. This provides an additional perspective for advocates to consider when addressing the concerns of students across family income markers.

Examining the post-school decision-making and self-determination of disabled young adults in Ireland

Keyu Ye (ESRI)
Selina McCoy (ESRI)
Eamonn Carroll (ESRI)

Session G, Room 1, Stratocaster A&B

Context/Background: There is a dearth of research on how disabled young adults reflect on self-determination and post-school opportunities open to them, and critically how school context shapes their decision-making. In addition to actions taken to facilitate causal or proxy agency, there are actions that are focused on the context or the environment which, in turn, enable causal or proxy agency (Walker, et al., 2011). This study focuses on the role of early educational experiences, parental and teacher expectations, economic vulnerability, school context and educational supports.

Method: Using four waves of GUI data on the '98 Cohort, descriptive analyses map post-school decision-making and self-determination for disabled and non-disabled young adults at age 20. Multivariate analyses investigate the experiences of students with different types of disabilities, and no disabilities, and how proximal influences from family, school, and peers shape their decision-making at 20.

Results/Conclusion: Systematic gaps were found between disabled and non-disabled students in self-determination. Disabled students were less positive about their independence skills cultivated at school and more likely to experience academic challenges, negative interactions with teachers, economic strain and attend schools with socio-economically disadvantaged intakes. Positive school engagement emerges as a protective factor, and promoting self-concept may increase agency in relation to decision-making. The evidence emphasises the importance of efforts to promote causal agency; the provision of supports and assistance to support proxy agency; and the importance of action in relation to the environment (school, post-school educational settings) to create opportunities.

Session H: Room 2, Alhambra, 2:30pm

Harmonisation potential evaluation of oral health questionnaire data in longitudinal child cohort surveys

Vinay Sharma (Trinity College Dublin)
Michael O'Sullivan (Trinity College Dublin)
Lewis Winning (Trinity College Dublin)
Oscar Cassetti (Trinity College Dublin)
Aifric O'Sullivan (UCD)
Michael Crowe (Trinity College Dublin)

Session H, Room 2, Alhambra

Background: Effective use of longitudinal study data is challenging because of divergences in the construct definitions and measurement approaches over time, between studies and across disciplines. One approach to overcome these challenges is data harmonisation.

Context: Data harmonisation is a practice used by researchers to improve variable comparability and reduce heterogeneity across multiple studies. This study describes the process used to evaluate the harmonisation potential of oral health-diet variables across each survey wave.

Methods: National child cohort surveys with similar themes/objectives conducted in the last two decades were selected. The Maelstrom Research Guidelines were followed for harmonisation potential evaluation.

Results: Seven nationally representative child cohort surveys were included and questionnaires were examined from a total of 50 survey waves. Questionnaires were classified into three domains and fifteen constructs and summarised by age groups. An Oral health and risk indicator questionnaire DataSchema was compiled which comprised 42 variables. For each study wave, the potential (or not) to generate each DataSchema variable was evaluated. Of the 2100 harmonisation status assessments, 543 (26%) were considered complete. Approximately, 50% of the DataSchema variables can be generated across at least 4 cohort surveys while only 10% (n = 4) variables can be generated across all surveys. For each survey, the DataSchema variables that can be generated ranged between 26% and 76%.

Conclusion: There were inconsistencies and coverage gaps in oral health and dietary questionnaires in national child cohort surveys. Even though data harmonisation is subjective, comparability across the survey datasets can be improved for efficient data discovery and pooling.

'Learning _with_' GUI, 'learning _with_' LGBT+ youth: Twinned quantitative and qualitative analyses of sexual orientation and gender identity data

Nerilee Ceatha (UCD)
Katie McCabe (YuPP☺ Project)
Jayson Pope (YuPP☺ Project)
Ayton Kelly (YuPP☺ Project)
Theo Killeen (YuPP☺ Project)
James Murray (YuPP☺ Project)

Niamh Scully (YuPP☺ Project)
Aaron C.C. Koay (University College London)
Conor Buggy (UCD)
Gary J. Gates
Des Crowley (UCD)

Session H, Room 2, Alhambra

Background: Representative data on sexual orientation and gender identity (SOGI) is rarely collected with youth populations. Methodological research attention to SOGI measurement is an emergent topic area.

Context: GUI collected high-quality SOGI data with Cohort '98 at Wave 3, Wave 4, with Wave 5 pending. The LGBTI+ National Youth Strategy prioritised analyses of GUI. Published twinned quantitative and qualitative studies, will be co-presented with Strategy Youth Advisory Group (YAG) members. This responds to the GUI study team's query for improved SOGI question wording in future waves.

Methods: Recoded, weighted, disaggregated data estimated LGBT+ youth self-identification at 17-18 years (n=6155) using Stata 17. Following ethical approval, consultations with Strategy YAG members explored GUI SOGI question placement and phrasing (n = 6). Recordings were transcribed verbatim and analysed thematically using NVivo 12.

Results: One-in-ten 17–18-year-olds in Ireland identify as lesbian, gay, bisexual, transgender, questioning, asexual, or describe their gender as other (LGBT+). Just over one percent identify as gender minority youth, with over half of these youth also identifying as LGB+. Aligning with best practice, a question set recommended consecutive sex and gender questions, expanded sexual orientation identity categories, and maintaining the existing well-phrased transgender question.

Conclusion: Cohort '98 respondents were born five years after decriminalisation of homosexuality, and came of age during marriage equality and greater gender recognition. Inclusion of LGBT+ identities in GUI data collection is commended. Survey design may benefit from LGBT+ youth participation, far beyond simply as sources of data, potentially enhancing respondent comfort and data quality.

Assessing the effectiveness of a prevention-focused programme: A comparative study against national norms

Alexandra Alcala (Early Learning Initiative)
Fay White (National College of Ireland)
Kate Darmody (Early Learning Initiative)
Gráinne Kent (formerly at Early Learning Initiative)
Jonathan Lambert (National College of Ireland)
Brona Mulligan (formerly at Early Learning Initiative)
Marion Byrne (Early Learning Initiative)

Session H, Room 2, Alhambra

Background: The 0-2 Years Programme from the Early Learning Initiative aims to improve wellbeing, developmental and learning outcomes for children, aged 0-2 years through a tailored, prevention-focused home visiting programme. The programme's catchment area is around Dublin's Inner City, where there is historically high socioeconomic disadvantage.

Context: The aim of the study is to assess developmental criteria associated with the children and their parents on this programme and see how they compare with *Growing Up in Ireland* (GUI) data. Furthermore, a pre- and post-programme evaluation will aim to establish whether there is a disadvantage gap, and if the programme successfully brings the cohort closer to national norms.

Methods: A questionnaire was developed to allow for benchmarking and comparison purposes, it was modelled on that of the *Growing Up in Ireland* (GUI) national longitudinal study of children and youth in Ireland 9-month-old cohort questionnaire (Thornton et al., 2013). The questionnaire was distributed to parents at baseline and post-intervention. The questionnaire covered topics including demographic characteristics, supports, infant health and development, baby's sleep habits, playing and learning. Eighty-seven parents completed baseline questionnaires and 40 parents also completed the post-intervention questionnaire.

Conclusion: Baseline data will be compared with GUI study data, to identify differences (if any) between this cohort and national norms established in the GUI study. Baseline and post- programme data from the 0-2 cohort will also be compared, to understand the success of the programme and whether it has helped to close a disadvantage gap. Areas for future research will be discussed.

Session I: Room 3, Stratocaster C, 2:30pm

Examining mental health needs of children and adolescents across multiple representative cohorts

Fiona McNicholas (UCD)

Blánaid Gavin (UCD)

Ruth Sellers (University of Cambridge)

Iris Ji (University of Cambridge)

Wendy Browne (University of Cambridge)

Xiaoning Zhang (University of Cambridge)

Gordon Harold (University of Cambridge)

Session I, Room 3, Stratocaster C

Background: Severe pressure on the organisation and delivery of CAMHs in Republic of Ireland (ROI) makes it imperative that service development is informed by evidence.

Context: The absence of robust epidemiological data on child and adolescent mental health difficulties in ROI limits potential planning and modelling. Examination of the *Growing Up in Ireland* Child (GUI) Cohorts, with comparison to existing UK data (Millennium Cohort Study, MCS; Growing up in Scotland, GUS) provide an opportunity to examine such youth mental health need.

Methods: We examined youth mental health problems within each cohort across development (5 to 18 years) using parent-reported Strengths and Difficulties (SDQ) questionnaire. We examined mean SDQ scores and percentage of children scoring in the 'abnormal' range across each sweep.

Results: GUI child cohort (9 years to 18 years) showed different developmental patterns in adolescence compared with MCS and GUS suggesting that emotional problems in ROI may emerge earlier than in the UK – they appear to have an earlier peak (age 9 years). By adolescence (age 17, second peak in GUI), GUI emotional scores are similar to UK, suggesting that the differences in emotional problems between ROI and UK had narrowed by adolescence. Overall, GUI SDQ data suggests lower than expected rates of mental health difficulties compared to UK, which are difficult to explain.

Conclusions: Findings highlight the need to explore existing datasets to determine to what extent the data can be effectively utilised to inform clinically meaningful conclusions on population level multi-tiered service needs.

Pregnancy complications and childhood mental health: is the association modified by sex or social risk? Findings from the *Growing Up in Ireland* national infant cohort study

Emma Butler (RCSI)
Mary Clarke (RCSI)
Michelle Spirtos (Trinity College Dublin)
Linda O'Keeffe (UCC)
Niamh Dooley (RCSI)

Session I, Room 3, Stratocaster C

Background/Context: Pregnancy complications (PCs), social risk (SR) and sex have all been independently associated with child mental health (MH) but their combined effects remain unclear. Using cumulative scores of PCs and SR, we applied generalized linear mixed models (GLMMs) to explore how PCs associated with MH during middle childhood, and whether they varied by sex or SR.

Methods: Parents completed the Strengths and Difficulties Questionnaire (SDQ) when child was 5 and 9-years. The primary outcome was the SDQ-total and scoring in the clinical range (>17) was a secondary outcome. Analyses were adjusted for sex, SR, post-natal maternal depression and gestational smoking.

Results: In full-adjusted models, PCs had significant associations with SDQ-total. The magnitude of these effects was small but stable in a dose-response fashion (each additional PC conferred an additional 8% increase in total-SDQ). Similar patterns were found for the dichotomised outcome with increasing risk for clinical levels of difficulties as PCs increased (OR 1PC =1.72, 95%CI [1.32-2.21]; OR 2PC= 2.04, 95%CI [1.45-2.88]; OR 3PC= 1.28, 95%CI [0.73-2.25]; OR 4+PC =4.36, 95%CI [2.39-7.95]). Females had significantly less chance of clinical-SDQ problems than males (OR =0.45, 95%CI[0.36-0.57]).

Conclusion: There was no evidence to support significant multiplicative interaction for sex or SR, indicating that the pattern of the association is the same between groups albeit with very different intercepts. Males who experienced PCs, at any level of SR (but with a larger magnitude for higher SR) appear to be at the highest risk for MH difficulties as measured by the SDQ in middle childhood

An analysis of the relationship between postpartum parental mental health and child outcomes in the early years

Caroline Kinneen (UCD)
Joyce Senior (UCD)

Session I, Room 3, Stratocaster C

Background: The process of parenting is both rewarding and overwhelming and begins at conception. The perinatal, postpartum, and infancy periods, and their influence on child development is beginning to gain attention in both the professional and research world of educational psychology.

Methods: Data from the Growing Up in Ireland Infant (GUI) Cohort was used to examine the relationship between maternal depressive symptoms as measured by the Center for Epidemiologic Studies Depression Scale (CESD-8) at nine months postpartum and the impact it had on child emotional behaviour, school readiness, support sought from child mental health services and the parent-reported parent-child relationship at age three and five.

Results: A multiple regression analysis highlighted that while these relationships were present, the significance of maternal depressive symptoms on later child outcomes was small and that other factors, such as family social class, also contributes to child outcomes.

Conclusions: The implications of study findings indicate that educational psychologists should incorporate maternal depressive systems into formulation and interventions when working with children and their families.