



Welcome to Edition 5 of the MYRIAD Newsletter

We are in the midst of the latest round of data collection visits. For schools who joined the project in 2017 this will be their fourth visit and for schools who joined in 2016, it will be their fifth and final visit!

Our team has continued evolving. We welcomed Elise Sellars (Research Assistant) in May and Suzi Laws (Trial Assistant) in July. In September we said goodbye to three team members: Project Manager Catherine Crane, Research Assistant Ariane Petit and Trial Co-ordinator Lucy Warriner. We wish them all the best of luck with their new ventures.

Congratulations to schools who joined the project in 2016 on completing their involvement!

The group of 12 schools who joined the project in 2016 will be finishing at the end of the year. We will be very sad to say goodbye to all the brilliant headteachers, research leads, teachers and pupils in these schools. We would like to say a heartfelt thank you to everyone who has contributed to the project over the last three years, we couldn't have done it without you!



Your school's participation will help us to gain valuable information about young people's lives and how schools can support them to manage their emotional health and improve their resilience. The pupil and teacher data are both critical to project.

We hope you have enjoyed participating in the project and feel your school has gained an insight into scientific research processes.

We are now thinking about future studies and hope we might have the opportunity to come back to see you again. We'll keep you updated on any developments.

End of project assembly We are offering an end of project assembly as a way of saying thank you and reminding pupils what they have been part of, and how their participation could make a difference to the lives of future generations of young people. If you would like us to deliver this assembly at your school, please let your dedicated Research Assistant know.

Teachers completing questionnaires We recently sent out questionnaires to the teachers participating in our research. Our study teachers have questionnaires to complete about their own wellbeing and we have

also asked teachers to complete questionnaires about pupils taking part in the project. Both types of questionnaires are crucial as they enable us to understand teachers' experiences and perspectives, which will be included in our future papers. If you have questionnaires to complete, we would be extremely grateful if you could do this as soon as you can and by 2nd December 2019 at the latest.

Why do we ask teachers to complete questionnaires about pupils?

As well as asking young people about their emotional health, well-being and behaviour, we gather the views of teachers who know them well. There are two questionnaires we ask teachers to complete for each participating pupil.

The Strengths and Difficulties Questionnaire (SDQ) about how the pupil has been feeling emotionally and getting on with others, as well as their concentration and activity levels. The Behaviour Rating Inventory of Executive Function, Second Edition, Teacher Report (BRIEF 2) explores the executive functioning of pupils in the school environment. We collect this data at four data collection time points so we can see if teachers perceive the participating pupils' behaviour to have changed over the course of the project. We are interested to see how the teacher responses compare to the pupils, as sometimes teacher will notice a change in a pupil that they have not perceived themselves.

MYRIAD

My resilience in adolescence

MYRIAD Newsletter Edition 5: October 2019

Get to Know the Team

Q & A with Willem Kuyken, MYRIAD Principal Investigator



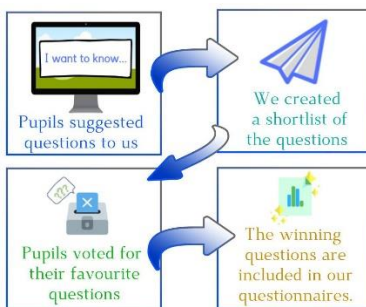
What does your role in the project involve? I am involved in leading the project. I collaboratively developed the project idea, secured the funding and appointed a team. We now have such a strong team I can stand back and support, so we can answer the research questions we set out to. Schools potentially have a really important role to play in attending to the wellbeing of young people and we're also interested in teachers' wellbeing and school culture. This seven year programme will help us answer questions and in a way that could have really useful real world implications.

What else are you working on? I have recently finished writing a book with my friend and colleague Christina Feldman. Mindfulness draws on ancient wisdom and modern psychology and our book provides a sort of route map of how mindfulness can help people to live well with the challenges of the modern world. We're also working on developing a pathway, a set of stepping stones if you like, to support people to learn mindfulness in a really accessible way. Our work is not just in the UK, we're doing a lot in Asia, South America and in India.

What do you like to do in your spare time? The last 20 years I devoted myself to my career and raising my family. My two daughters, Zoe (21) and Ava (18) have now left home so I am at a very creative phase of life. For now I am enjoying seeing more of friends, hiking, kayaking and cycling, broadening my horizons by trying new things. Last night I swam in the Thames and then spent two hours in the nearby pub by the open fire warming up. Life is precious and good.

MYRIAD Research Challenge

Pupils in our participating schools were given an exciting opportunity to shape our research by suggesting a question to be included in the MYRIAD pupil questionnaires. Nearly 800 pupils took part, coming up with brilliant ideas! A shortlist of these questions was then put to a vote. Over 2,000 pupils voted and the 15 most popular questions are now included in our questionnaires.



Responses to these questions will be collected from study participants,

fully anonymised and then provided back to schools in the future.

Focus groups MYRIAD researchers conducted focus groups with students in Years 8 and 9 and the sixth form in some of our participating schools. The focus groups were an opportunity for the young people to share their ideas, learn more about the research process and contribute to real life research. Topics of discussion included research processes, ethical issues in psychological research, possible future directions for the MYRIAD project, factors which affect mental health in young people and ways in which schools could support pupils' mental health. It was a privilege for the researchers to collaborate with the young people and hear their insightful suggestions

and lively debates. The findings from the focus groups will be used to inform our thinking, research publications and the future direction of MYRIAD.

Papers in Progress We are currently working on our first MYRIAD publication, which will use the data we collected when we first visited our schools. Nearly 27,000 pupils participated, as well as participating teachers within each school completing measures to provide information on school connectedness and climate. We hope this will be published in 2020.

UNIQ Spring and Summer School

1,350 first year A-Level students from state schools attended the University of Oxford's UNIQ Spring and Summer School this year. They experienced life at Oxford, staying in an Oxford college for a week, attending lectures, being taught by Oxford scholars, and were also given advice on the Oxford application process. More information is available here:

<http://www.uniq.ox.ac.uk/>

Conferences MYRIAD Research Assistants have been out and about, representing MYRIAD while presenting at conferences. Emma Medicott and Alice Phillips attended the World Congress of Behavioural and Cognitive Therapies from July 17th to 20th July in Berlin. Isobel Pryor-Nitsch attended the British Psychological Society's annual conference on 1st and 2nd May, to present MYRIAD's Public Engagement programme.

Any Questions? If you or staff, pupils, parents or other members of your school community have any questions about the project please get in touch with the MYRIAD team at myriad@psych.ox.ac.uk.

MYRIAD

My resilience in adolescence

MYRIAD Newsletter Edition 5: October 2019