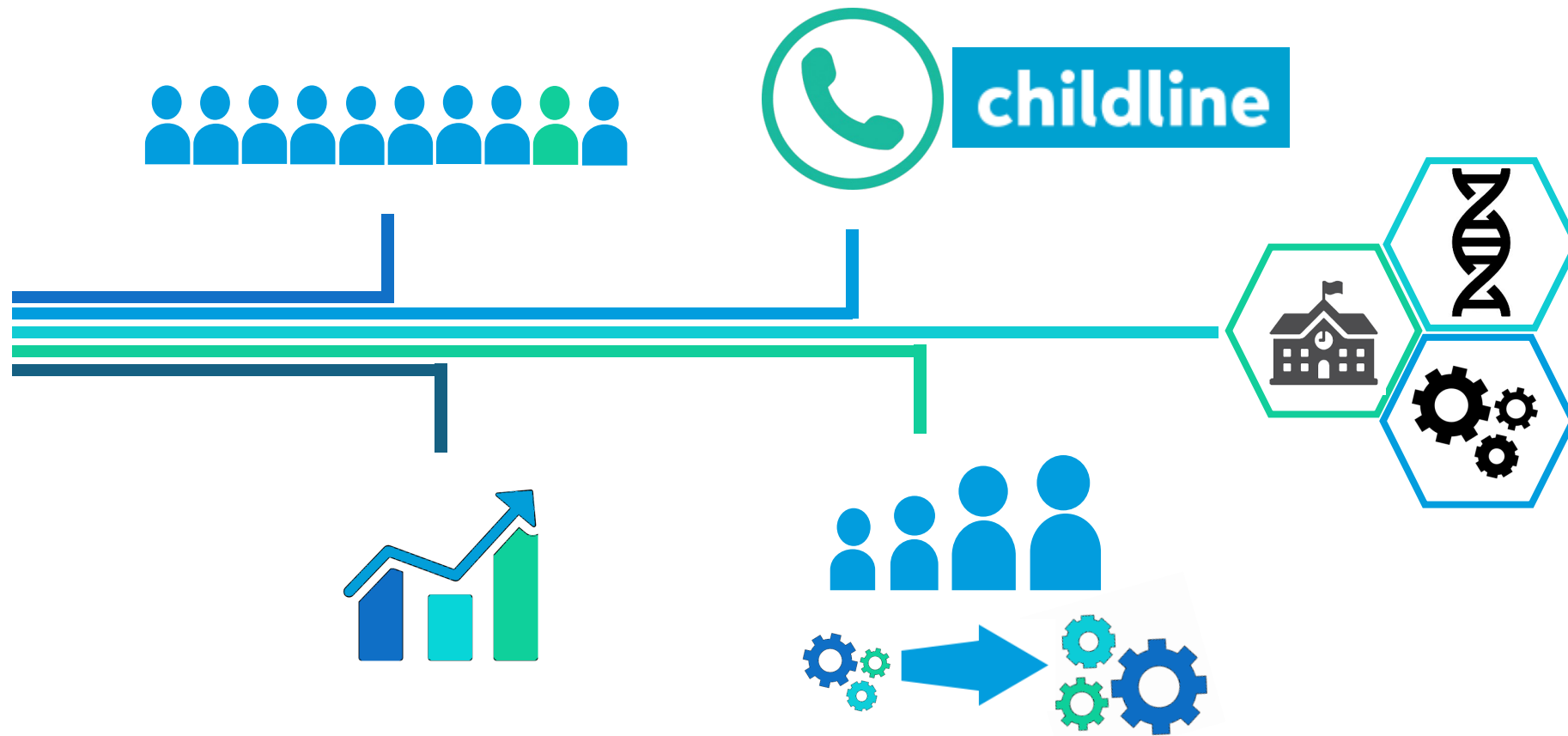


Longitudinal links between school environment and mental health

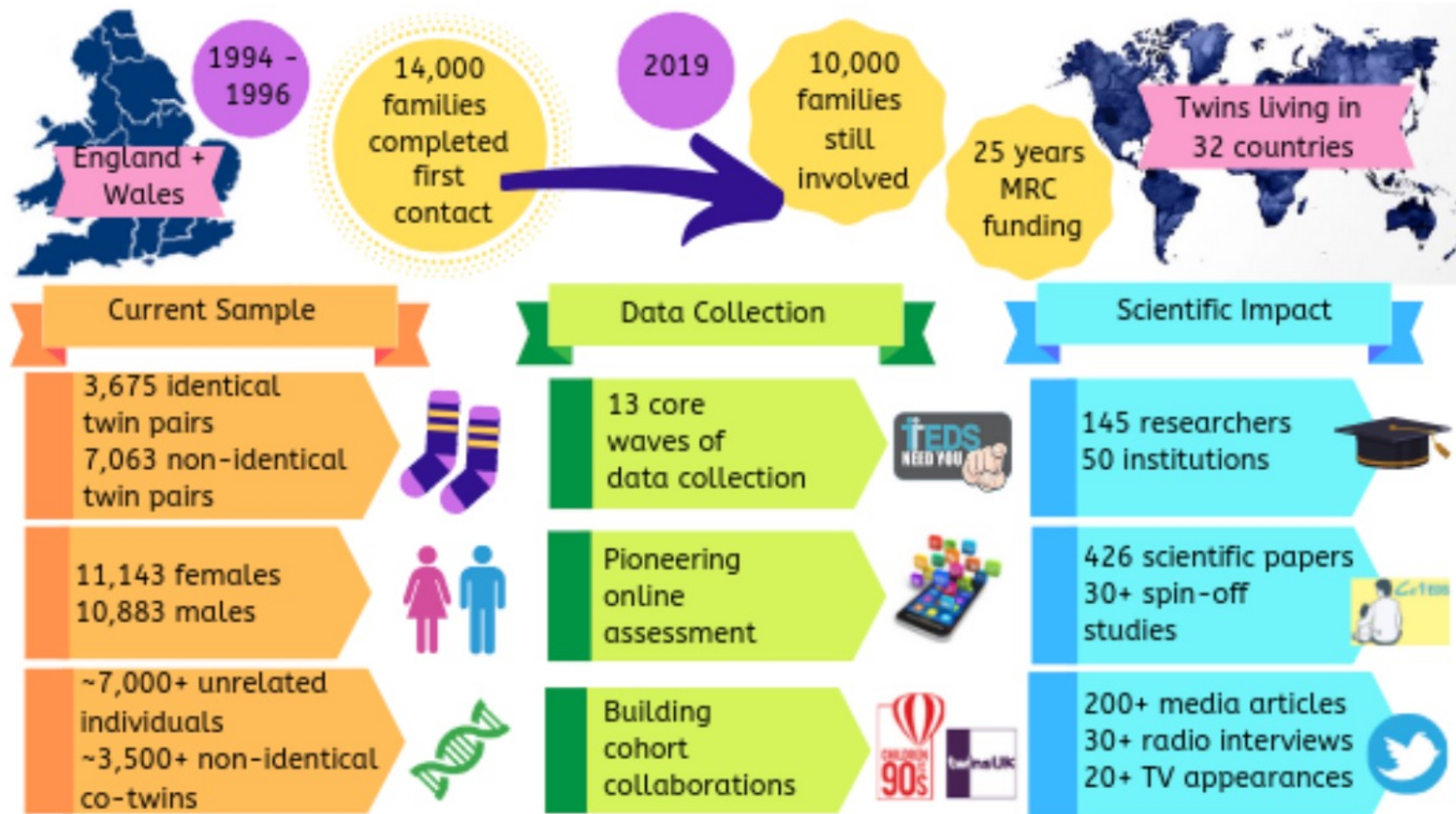


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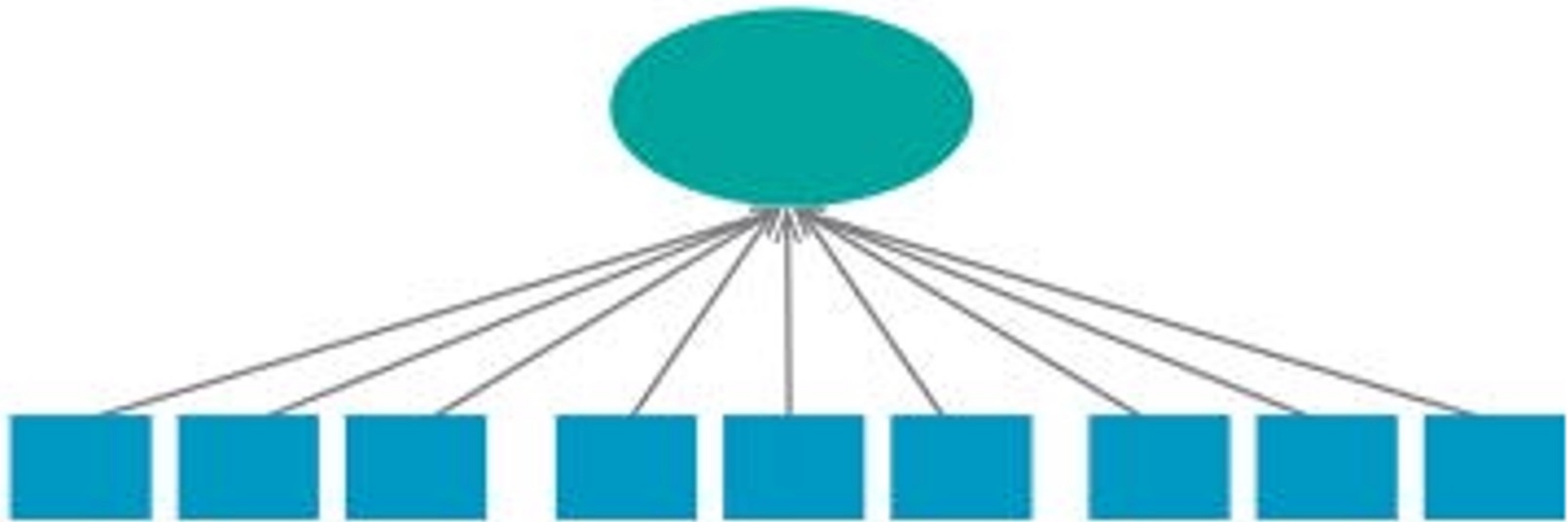
Kaili Rimfeld



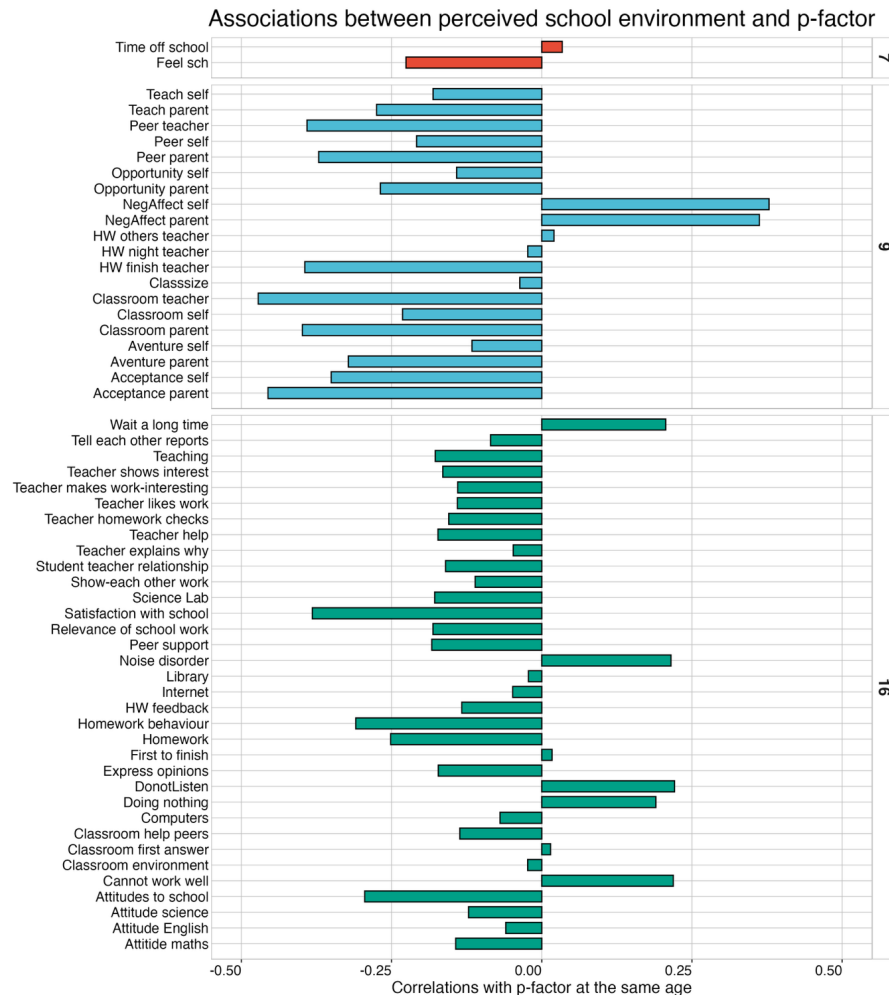
The Twins Early Development Study



General factor of psychopathology (p-factor)

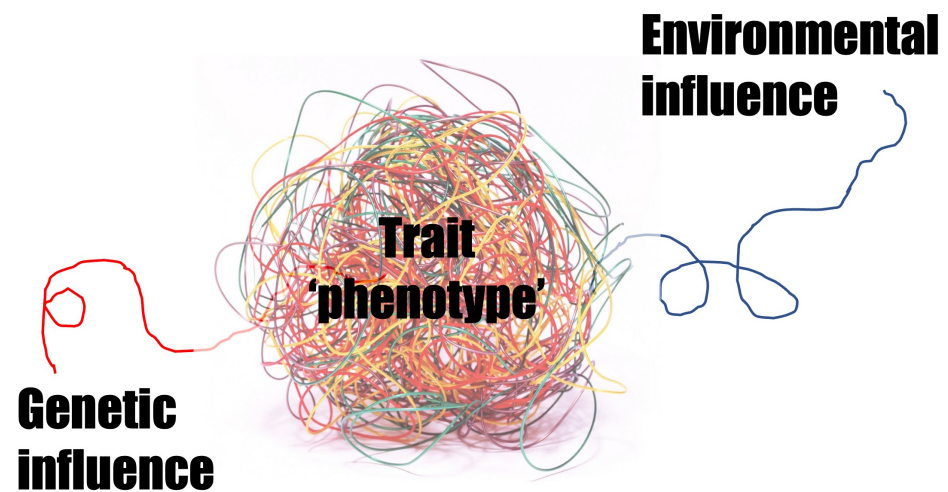


Perceived school environments are significantly associated with mental health across development



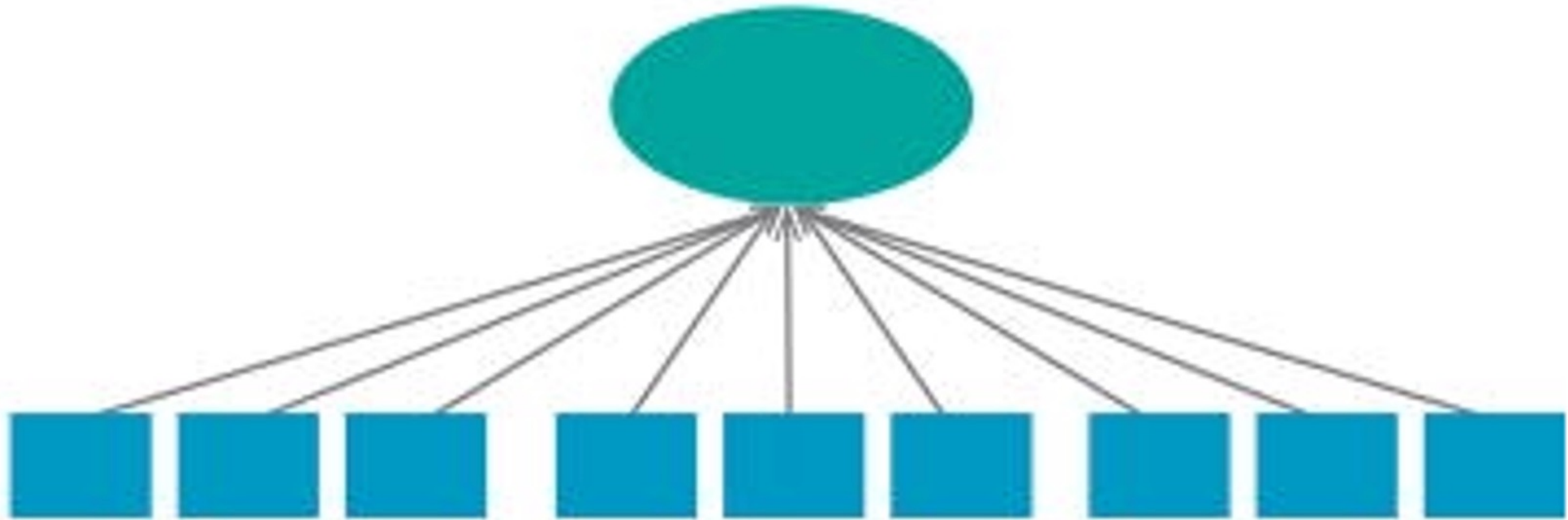
- Strongest association with teacher reported classroom environment and feeling accepted in school
- Lowest with classroom size and teacher reported homework (first to finish)



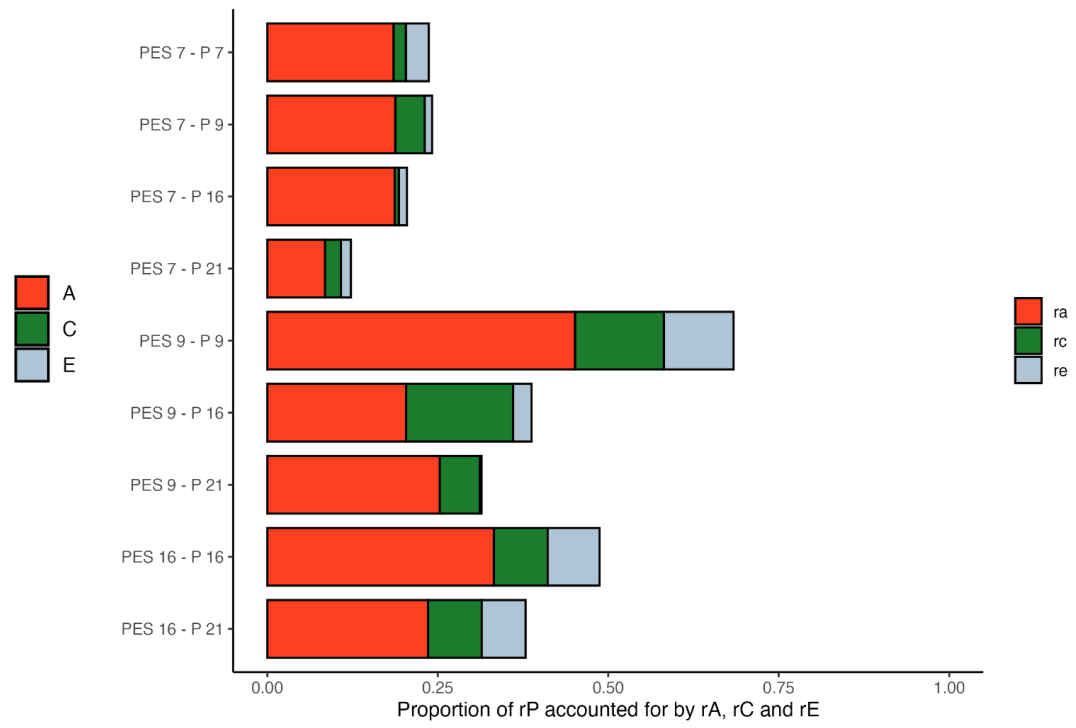
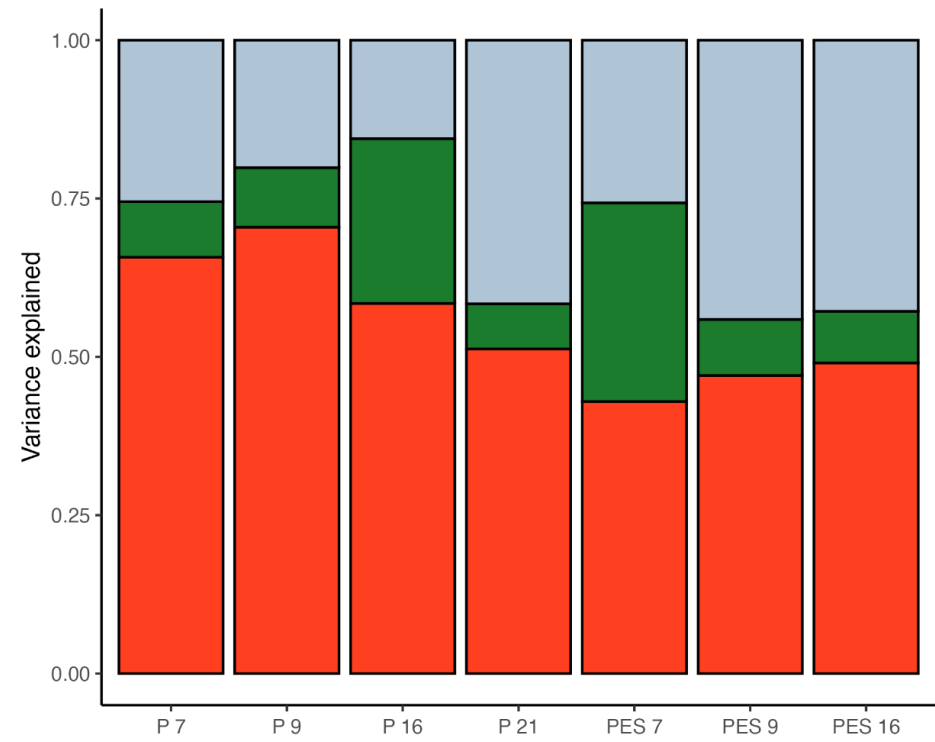


General factor of psychopathology (p-factor)

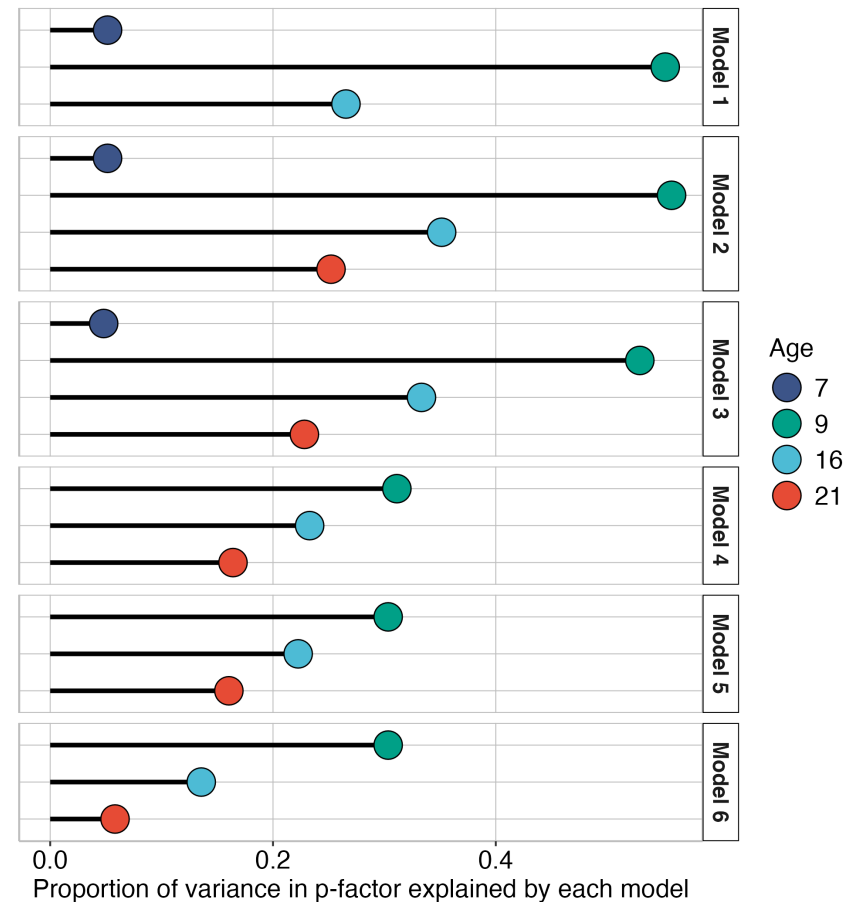
Poly-environmental score (PES)



Gene-environment correlation



Perceived school environments are significantly associated with mental health across development, even after accounting for genetic predisposition, SES and earlier mental health problems



School-level administrative data is associated with childhood and young adult mental health

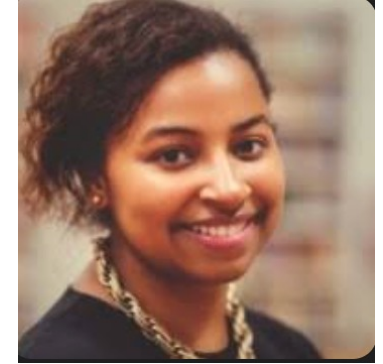
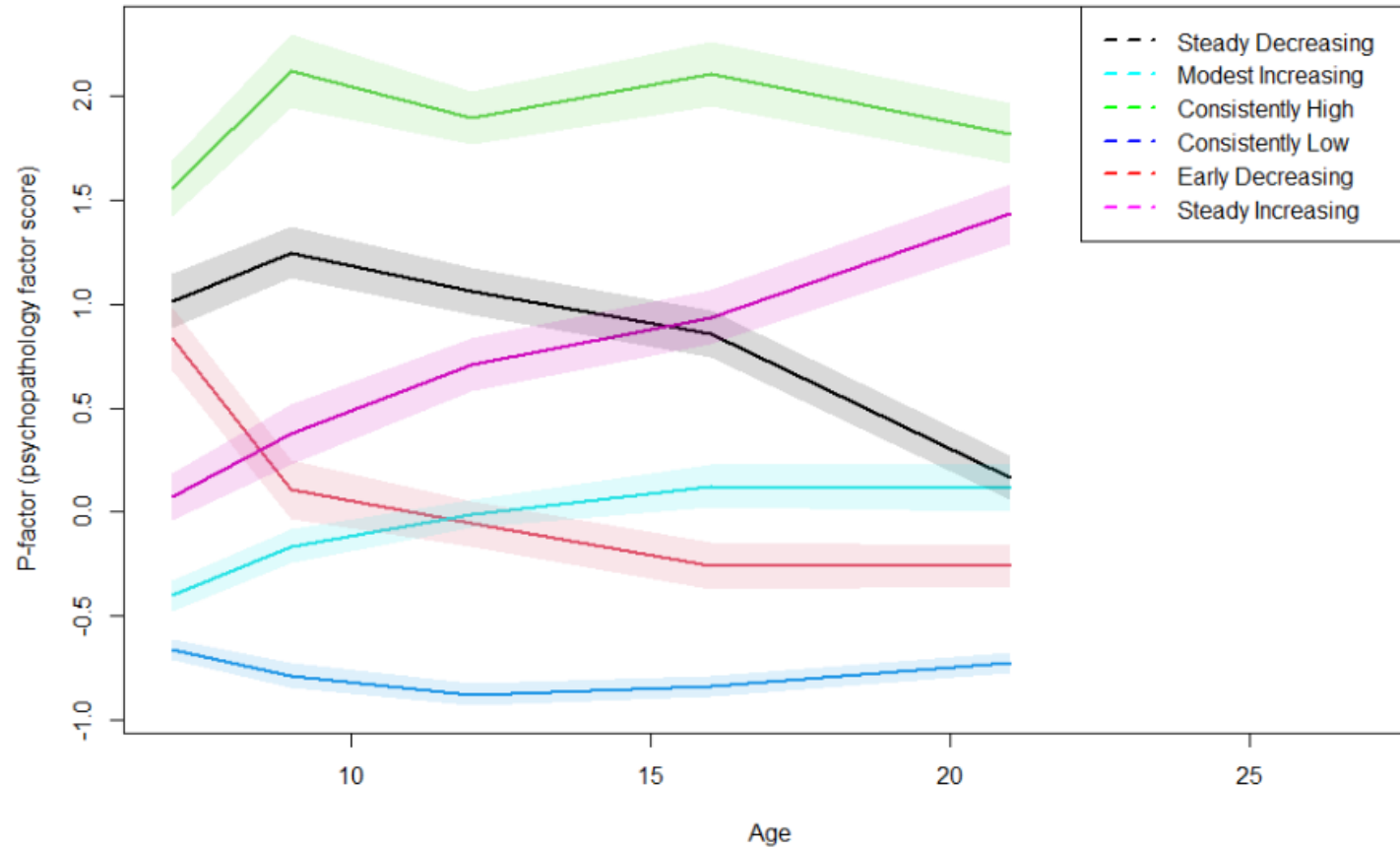
- The variance explained by administrative school records is much lower- up to 4%
- Meaningful effect at population level
- Explains variance over and above perceived school environmental measures



Rebecca Ferdinand

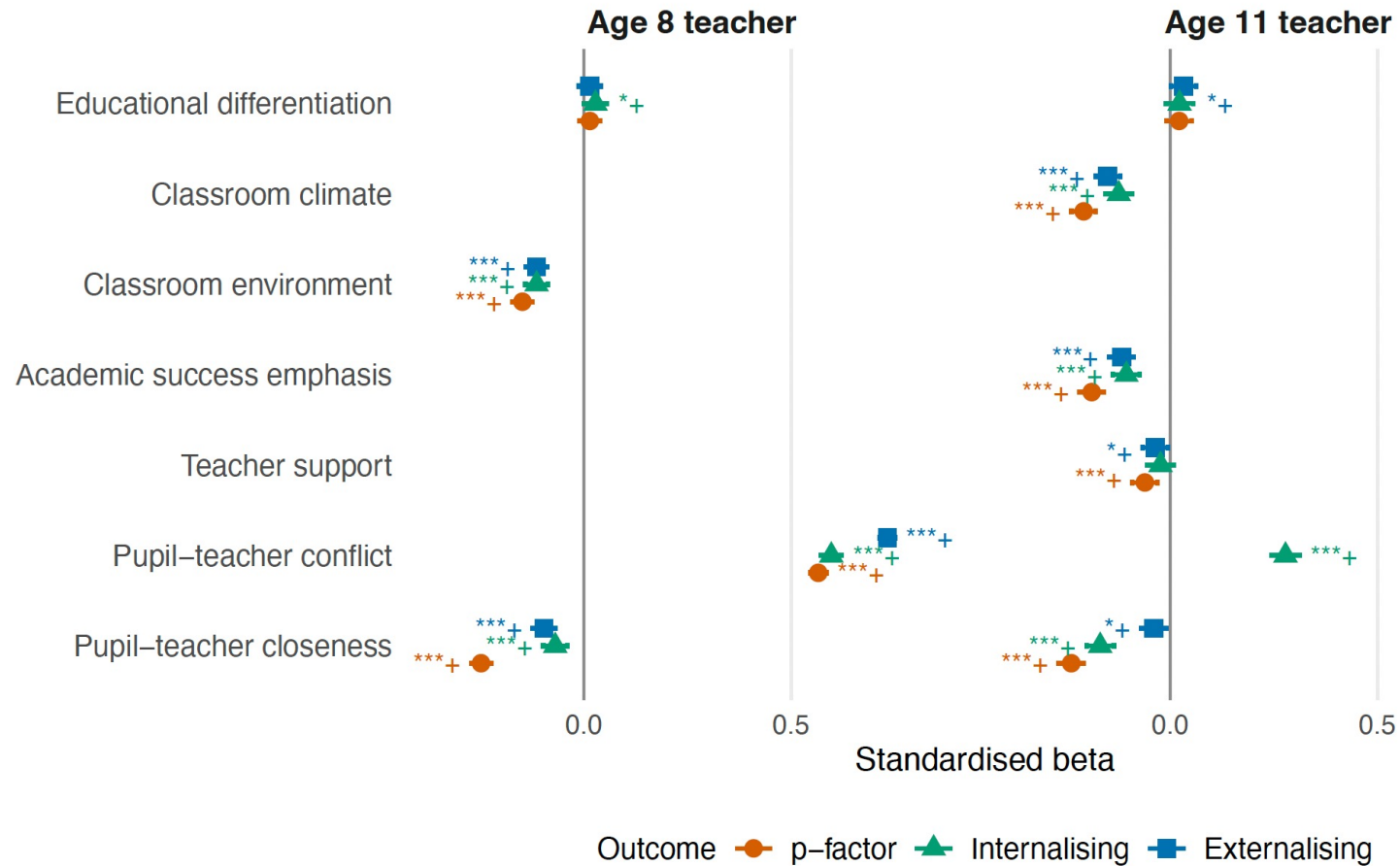


Limited evidence for differential effects across young people



Rebecca Ferdinand

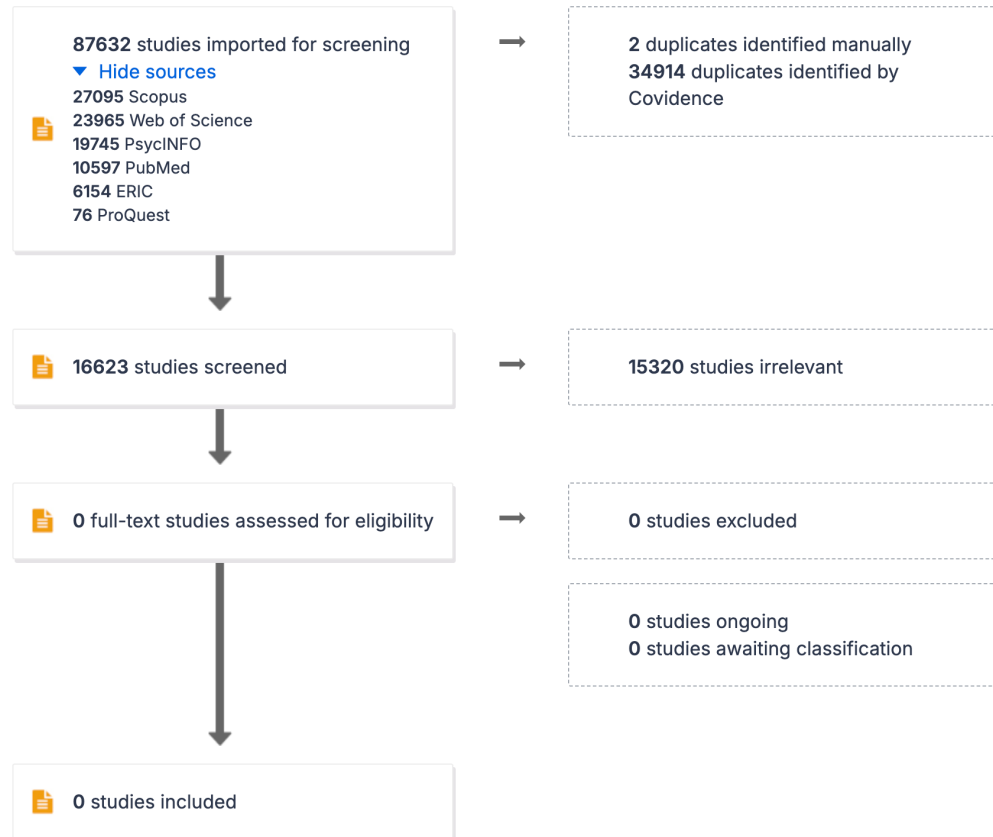




Sam Berry

Stars mark raw p-values (* $p < .05$, ** $p < .01$, *** $p < .001$); + marks BH-FDR $p < .05$.

The Educational Environment and Mental Health Outcomes in Childhood and Adolescence: A Systematic Review and Meta-Analysis



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Triangulating evidence

- Creating evidence about what works, for whom and when
- Inform policy and practice



Teacher**tapp**

Many thanks to our amazing collaborators

- Dawn Watling
- Kathleen Rastle
- Matteo Lisi
- Anna Suarez
- Agnieszka Musial
- Andrew McMillan
- Margherita Malanchini
- Giorgia Michelini
- Jessica Deighton
- Essi Viding
- Robert Plomin
- Laurie John Hannigan
- Ryan Arathimos
- Ragnhild Eek Brandlistuen
- Dan Anderberg
- Ivan Voronin