Differential Influence of Participation in School, Family, and Other Life Domains on Mental Health Across Various Disabilities and Chronic Health Conditions

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Background and aims

- Dual-continuum model of mental health problems and well-being (Keyes)

- Participation are likely related to well-being and possibly mental health problems

- This study aims to contribute to the understanding of how participation in school, family, and other life domains predict mental health problems and well-being and how these prediction models differ across disabilities

Design

- Registry data from two linked Swedish registries with repeated cross-sectional designs
    - Statistics Sweden Survey of Children's Living Conditions (Barn-ULF)
    - Statistics Sweden Survey of Living Conditions (ULF).
- 4305 children aged 12-18 years
- Divided into disability groups (min 100 in each group) based on parent rating of disability:
    - No disability
    - ADHD/autism
    - Specific language disorders (dyslexia and dyscalculia)
    - Asthma/allergy
    - Other disabilities
- Mental health problems as a one factor construct with several indicators
- Well-being as a one factor construct with several indicators

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Analyses

- 28 predictor variables related to participation, background factors, and other things that potentially could be related to mental health problems and well-being

- Lasso regression analyses separate for mental health problems and well-being, and disability group (2x5=10 analyses)

Overall pattern of results

- Explained variance was generally low for all models, mean 25 [16-35]%

- Most predictors were of similar magnitude across all groups...

- ... but most predictors zero in the models

Standardised regression coefficients

	Wellbeing models						Mental health problem models				
	No disability	Adhd, asd	SLD	Asthma, allergy	Other disability		No disability	Adhd, asd	SLD	Asthma, allergy	Other disability
Child age	0.030	0.008	0.023	0.007	0.019		0.053	0.010	0.018	.	0.022
Child sex	0.141	0.104	0.056	0.139	0.262		0.235	0.096	0.097	0.253	0.296
Family relationships	-0.134	-0.075	-0.064	-0.076	-0.001		-0.164	-0.028	-0.008	-0.052	.
Sense of safety	-0.069	-0.054	-0.059	-0.056	-0.091		-0.127	-0.057	-0.072	-0.101	-0.073

	Wellbeing models					Mental health problem models				
	No disability	Adhd, asd	SLD	Asthma, allergy	Other disability	No disability	Adhd, asd	SLD	Asthma, allergy	Other disability
School close friend	-0.017	-0.279	.	.	-0.045	.	-0.260	.	.	.
Born in Sweden	0.012	.	.	.	.	0.107	.	.	.	.
School someone to speak to	0.010	.	.	.	.	0.042	.	.	.	.

Participation?

- Participation (frequency of attendance) in
    - Cultural activities
    - Sports
    - Household activities
    - Playing with friends

Zero!

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Conclusions

- No strong support for a dual-continuum model

- Participation as attendance not important, but having a close friend in school was important for the ADHD/autism group

- Limitations of parent ratings and low explained variance