



Fás Aníos in Éirinn  
Growing Up in Ireland

# 16th Annual Research Conference

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## Book of Abstracts



An Roinn Leanaí, Comhionannais,  
Míchumais, Lánpháirtíochta agus Óige  
Department of Children, Equality,  
Disability, Integration and Youth

## **Keynote Presentation: Room 1, Stratocaster A&B, 13:40**

### **Understanding the production of health inequalities over the life course: the embodiment dynamic**

**Professor Michelle Kelly-Irving (University of Toulouse)**

**Biography:** Professor Kelly-Irving is an Inserm director of research who works on the construction of health inequalities over the life course through embodiment processes. She is a social epidemiologist based at the Centre for Epidemiology and Research on Population Health (CERPOP), Inserm-University of Toulouse, France, where she is the director of the EQUITY research team. Professor Kelly-Irving uses large longitudinal datasets, such as cohort studies, to examine how social-structural determinants and other social and psychosocial factors affect health and lead to health inequalities. She takes a specific interest in socially-driven biological responses from early life, and the role they may have in constructing health inequalities.

**Abstract:** Health inequalities are pervasive across countries, and over time, replicating on new and emerging diseases. They are also context-specific, driven by structural factors such as social class, gender, racism through a number of mechanisms including material, psychosocial and behavioural pathways. In this presentation, I examine these connected pathways through theoretical and empirical work from different countries, aiming to understand how 'the social becomes biological' over the lifecourse. I will consider the impact of socially patterned biological differences on health, and when these dynamics may begin in early life and childhood. Despite their role in producing social and socio-economic gradients in many health outcomes, these embodiment dynamics remain insufficiently considered across political and policy sectors.

## Report Launch: Room 1, Stratocaster A&B. 10:45

### Lone parent transitions, employment transitions and poverty outcomes

**Dr Helen Russell** (Economic and Social Research Institute)

**Bertrand Maître** (Economic and Social Research Institute)

**Abstract:** Lone parents and their families are consistently found among the most economically disadvantaged groups in Ireland. In this report we draw on the *Growing Up in Ireland 08 Cohort* to better understand the processes behind this association. We measure economic vulnerability as a latent construct based on low income, material deprivation and financial stress.

We find that over the period when the study child was aged 9 months to 9 years, lone parent families faced a higher risk of economic vulnerability than two-parent families at every interview. They are also found to experience a longer duration of economic vulnerability.

Among lone parents, disability, lower education levels, larger family size and lack of employment, are all associated with an increased risk of economic vulnerability. Lone parents that receive maintenance payments from their ex-partner and those who have access to social support face a lower risk of economic vulnerability.

We find that on average moving from being a two to one parent family more than doubles the risk of economic vulnerability compared to similar families that remain intact. For example, the probability of previously married mothers being economically vulnerable is 37% compared to 15% for those who stay married, holding constant factors such as family size, employment status, education, and previous economic vulnerability. We find that the increased risk of poverty associated with union dissolution is widespread even among those that are relatively advantaged before the break-up.

The report also investigates the factors that predict exit from economic vulnerability for lone parents. Factors increasing the probability of exit include entry into employment, re-partnering and higher educational qualifications. Those who do not have enough social support and have more children are less likely to exit economic vulnerability.



## Session A: Mental Health. Room 1, Stratocaster A&B

### The role of personality and family relations in mental health and wellbeing among emerging adults: Analysis of Wave 4 data from the Growing Up in Ireland study

**Orla Doyle** (University College Dublin)

**Ana Frichand** (Ss. Cyril and Methodius University of Skopje)

**Katerina Naumova** (Ss. Cyril and Methodius University of Skopje)

**Biljana Blazhevaska Stoilkovska** (Ss. Cyril and Methodius University of Skopje)

#### Session A, Room 1, Stratocaster A&B. 11:45

**Background/Context:** Personality and family dynamics have complex relationships with the developmental trajectories of young adults. Therefore, the aim of this study is to compare the relative importance of these factors in mental health and overall wellbeing among emerging adults.

**Methods:** We used hierarchical regression analyses to examine the role of five-factor model personality traits and relationships with mothers and fathers in depressive symptoms, life satisfaction, and emotional wellbeing among 20-year-olds (Cohort '98) while controlling for the effects of gender and the presence of a physical or mental health problem, illness or disability.

**Results:** All regression models significantly predicted the outcomes, accounting for 37% variance in depressive symptoms, 26% in life satisfaction, and 31% in emotional wellbeing, with personality traits being much more relevant than family relations. As expected, emotional stability was the most important predictor for all outcomes. Having an intimate and a reliable relationship with the father were significant predictors in all models, while being admired by the father was only relevant to life satisfaction. Conflicts with the father, on the other hand, were not significant for the wellbeing or mental health of the respondents. We further found that the relationship with the mother was more nuanced, with intimacy being a significant predictor for all outcomes, admiration was relevant to emotional wellbeing and life satisfaction, while conflicts with the mother predicted depressive symptoms and emotional wellbeing. Finally, mother's unreliability was relevant only for depressive symptoms.

**Conclusion:** The findings are discussed in light of their implications for promotion of mental health and wellbeing in emerging adults.

## Parental depression and its effect on their offspring

**Michael Vallely** (Economic and Social Research Institute)

**Anne Nolan** (Economic and Social Research Institute)

**Emer Smyth** (Economic and Social Research Institute)

### **Session A, Room 1, Stratocaster A&B. 12:05**

**Context:** This paper uses data from the '98 Cohort of Growing Up in Ireland to examine the association between parental depression and the mental health and wellbeing of children and young people. Specifically, it analyses whether these relationships differ according to whether fathers and/or mothers experienced depression, by the timing of parental depression, and by the gender of the young person. We also examine the factors that explain these patterns.

**Method:** To measure mental health, we use the Center for Epidemiological Studies (CES-D) depression scale. For the '98 Cohort, both mothers and fathers scores on the CES-D 8-item scale are available at ages 9, 13, 17 and 20 (waves 1-4). For the young people themselves, the CES-D 8-item scale is also available (for the first time) at age 20 for the '98 Cohort; both logistic (categorical score) and count (continuous score) models will be estimated.

**Results and conclusions:** At age 13, we observe that 10.1% of young people's primary care giver and 5.5% of their secondary care givers are depressed. This increases at age 17 to 11.8% and 6.7% respectively. At age 20, we observe 10.2% of primary care givers are depressed and over a quarter of young adults themselves are depressed, with 61% of those reporting depression being female. Model estimates will explore whether young people's mother or father being depressed increases their likelihood of depression, at what age the depression status of their parents is strongest, and segregate these analyses by gender.

## **Pandemic income support programs and children's mental health in the UK, Ireland, and Australia**

**Gabriele Mari** (Erasmus University Rotterdam)

### **Session A, Room 1, Stratocaster A&B. 12:25**

**Context:** After a decade of cutbacks in historically less generous welfare states, income-support programs were temporarily expanded during the pandemic. These measures might have mitigated stress within households and cushioned the mental health struggles of children in the pandemic period, especially in less well-off households targeted by previous cuts.

**Method:** Based on longitudinal survey data and value-added regression specifications, I examine the association between receipt of pandemic welfare payments and children's mental health in the UK, Ireland, and Australia.

**Results and conclusions:** Payments reached, but did not exclusively befall on, children who reported worse mental health before the pandemic. Value-added regressions show that children fared better during the pandemic when households had access to the relatively generous scheme adopted by Australia, whilst not as much in Ireland and in the least generous UK. Better mental health was associated to household benefit receipt primarily among girls, including in households with lower incomes and, in Australia, those headed by a single parent. In all three countries, boys reported worse mental health in households with lower incomes and in receipt of payments. Boosting income support can thus temper distress across generations, but pandemic responses did not equally fit the needs of all children across countries and within households.

## **Session B: Digital World. Room 2, Alhambra**

### **Parental gender and the intergenerational transmission of screen-time**

**Seraphim Dempsey** (Economic and Social Research Institute)

**Gretta Mohan** (Economic and Social Research Institute)

**Mackenzie Owens** (Economic and Social Research Institute)

#### **Session B, Room 2, Alhambra. 11:45**

**Background/Context:** The effects of child screen time usage have been extensively examined. However, less is understood in relation to the role played by families in determining this relationship. Understanding this is important for assisting policy to understand where digital divides between children can originate. This research fills this gap and examines the influence of parental screen time on child screen time behaviour using data from a nationally representative sample of parents in Ireland.

**Methods:** Our methodology restricts the sample to heterosexual couples who are co-residing and first describes screen-time pairings across couples. Having established parental usage, we then examine the intergenerational transmission of parental screen time usage on child-screen time usage. We then estimate a model such that mother and father usage predicts child usage controlling for a wide set of covariates such as household income, child-birth order, and urban/rural household status. Given that gender roles can influence child gendered behaviour, we estimate our models separately for sons and daughters and sequentially add into the model, mothers, fathers and both parents. This allows us to estimate the effects of mothers, fathers, and combined total parent effect, on child usage.

**Results:** Initial findings indicate that couples generally sort into similar technology usage types; mothers who have low screen time usage are partnered to fathers with low screen time usage. However, while around half of couples report similar screen time behaviour, the remaining half of couples are imbalanced, with mothers slightly more likely to report a higher usage than fathers. Ongoing analysis is still in progress regarding the gender dimension of the intergenerational transmission of screen time.

## **Kid gamers to adult gamblers? An investigation of gaming in childhood and young adult gambling**

**Gretta Mohan** (Economic and Social Research Institute)

### **Session B, Room 2, Alhambra. 12:05**

**Background/Context:** Technological advancement has seen a rise in computer-based and online gaming, and the online space has facilitated a proliferation in gambling options which increasingly adopt game-like features. There is a concern that gaming in childhood could greater pre-dispose subsequent engagement with gambling behaviours, which has drawn the attention of parents, researchers, governments, and the European Union.

**Method:** To contribute to the evidence base which informs the development of policy and legislation to reduce gaming and gambling harms, this research uses three waves of Growing Up in Ireland to examine whether engagement with computer-based games at 9-years-old (collected in 2007/8), and at 17 and 20 years, is associated with engagement with gambling behaviours in young adulthood (17 and 20 years).

**Results:** Multiple regression models, adjusting for socio-economic characteristics, number of friends, and health behaviours such as alcohol consumption and physical activity, did not find a significant association between early computer-based gaming and subsequent gambling behaviours. The findings of this research do not find support for a gateway hypothesis between these two endeavours at the early childhood stage, however, there was stronger evidence to support this link for engaging in such activities in later adolescence and young adulthood.

**Conclusion:** The results suggest a strong link between gaming in later adolescence and youth with gambling activities, more than that in earlier childhood. Given the constant evolution of games and gambling, including the introduction of loot boxes and social casino games which were not prevalent in 2007 when the data relating to childhood was collected in this study, continuous research is needed for future cohorts which may be greater affected by such developments.



## Session C: Early Adulthood. Room 3, Stratocaster C

### Substance and polysubstance use at 20 years old: A latent class analysis\*

**Margaret Brennan** (Trinity College Dublin)

**Deirdre Mongan** (Health Research Board)

**Anne Doyle** (Health Research Board)

**Seán R. Millar** (University College Cork)

**Massimo Cavallaro** (University of Leicester)

**Lina Zgaga** (Trinity College Dublin)

**Noel McCarthy** (Trinity College Dublin)

**Bobby Smyth** (Adolescent Addiction Service)

**Elizabeth Nixon** (Trinity College Dublin)

**Jo-Hanna Ivers** (Trinity College Dublin)

**Brian Galvin** (Health Research Board)

**Cathal Walsh** (Trinity College Dublin)

**Cathal McCrory** (Trinity College Dublin)

#### Session C, Room 3, Stratocaster C. 11:45

**Background:** Polysubstance use was reported by 57% of those seeking drug treatment in Ireland in 2022. Evidence on patterns of substance use among young adults in Ireland and associated factors is limited.

**Methods:** Growing Up in Ireland is a nationally representative cohort. Latent class analysis was performed on 4695 participants utilising scores on the Alcohol Use Disorders Identification Test, use of e-cigarettes, tobacco, cannabis, cocaine, ecstasy, ketamine and other drugs at age 20. A latent class solution was selected using model fit indices, relative class sizes and theoretical interpretability. Associations between age, sex, age at first alcohol, psychological factors, socioeconomic status, non-parental address, region, familial, peer and neighbourhood substance use, were examined using weighted multinomial logistic regression.

**Results:** Four latent classes of substance use were identified: limited-use (33.8% of total sample), alcohol, tobacco and cannabis users (43.0%), polysubstance users (16.2%) and heavy polysubstance users (7.0%). Entropy was 0.8. Male sex (adjusted odds ratio (aOR) 2.7, 95% Confidence Intervals (CIs) 1.7–4.2), familial substance use (aOR 3.8, 95% CI 1.9–7.6), peer cannabis use (aOR 13.5, 95% CI 6.3–29.2), a non-parental address (aOR 2.3, 95% CI 1.4–3.8) and living in the Dublin region (aOR 1.9, 95% CI 1.1–3.3) were all associated with increased odds of heavy polysubstance class membership.

**Conclusion:** Nearly a quarter of 20-year-olds in Ireland engage in polysubstance use suggesting targeted interventions for this age group are needed. Strong associations with childhood and adolescent factors indicate early interventions may also be important for prevention.

## Comparing adolescent risky behaviours across two GUI cohorts

**Eoin McNamara** (Department of Children, Equality, Disability, Integration and Youth)

### Session C, Room 3, Stratocaster C. 12:05

**Background:** Early adolescence is characterised as a time of self-discovery and new experiences, this can include experimentation with risky behaviours like smoking, vaping and drinking alcohol. Social inequalities are often observed for such behaviours, with those from less advantaged families more likely to engage in them. Recent legislative changes to combat the prevalence of smoking and problematic drinking may have affected such social inequalities. This study aims to harness the dual cohort design of Growing Up in Ireland to explore changes in the prevalence and social inequalities in adolescent risky behaviours over a ten-year period.

**Methods:** Data were gathered from both cohorts of Growing Up in Ireland at age 13; collected in 2011 for the older cohort, Cohort '98, and in 2021 for Cohort '08. Participants were asked about their behaviour with regard to smoking, vaping and drinking, and data on a wide range of broader socio-demographic variables, as well as parental risky behaviour, were also collected. Interactions between risky behaviours and socio-demographic indicators were analysed and compared across both cohorts by way of logistic regression analysis.

**Results:** The prevalence of 13-year-olds drinking alcohol reduced from 15 to 10% across cohorts, while rates of smoking reduced from nine to three per cent. However, vaping (9%) emerged as a new risky behaviour for the younger Cohort '08. Social-derived disparities (according to parental education, family income, and family type) in child risky behaviours were observed for Cohort '98; only family type-derived differences persisted for Cohort '08, with 13-year-olds from one-parent families more likely to engage in risky behaviours. Parental engagement in smoking and problematic drinking were consistently associated with child risky behaviour across both cohorts. The effect of recent legislation regarding smoking and drinking, and forthcoming legislation regarding vaping, is considered.

## Factors associated with sexual health literacy in young adults in Ireland

**Anne Nolan** (Economic and Social Research Institute)

**Emer Smyth** (Economic and Social Research Institute)

### Session C, Room 3, Stratocaster C. 12:25

**Background/Context:** Sexual health literacy is defined as the knowledge and competencies with which individuals can make informed decisions about their sexual health and wellbeing. It is of particular importance in adolescence and young adulthood when young people undertake major life transitions and engage in new health, social and personal behaviours that have implications for later life outcomes.

**Methods:** Data from the '98 Cohort of Growing Up in Ireland (GUI) at age 20, and multivariable regression models, are used to examine the determinants of sexual health literacy in young adults. In GUI, sexual health literacy is measured by two questions that ask about knowledge of the fertile period in a woman's menstrual cycle, and the most effective method for prevention of sexually transmitted infections (STIs).

**Results:** While the majority of young men and women correctly identified that condoms are the most effective method for preventing STIs (approximately 85 per cent), substantial proportions of young men (79.1 per cent) and women (63.5 per cent) could not identify the fertile period in a woman's menstrual cycle.

**Conclusions:** This research, on the factors associated with sexual health literacy in young adults, will have important implications for the development of policy and practice in relation to sexual health (e.g., the National Sexual Health Strategy, school curricula on Relationship and Sexuality Education, and supports for parents in their discussions with their children about sex and relationships).

## **Session D: Educational Context. Room 1. Stratocaster A&B**

### **Changing expectations in uncertain times: Comparing the impact of the great recession and the COVID-19 pandemic**

**Emer Smyth** (Economic and Social Research Institute)

#### **Session D, Room 1, Stratocaster A&B. 15:00**

**Background/Context:** Studies have indicated that the broader economic context can depress ambition among young people. However, there has been relatively little attention to the way in which large-scale external shocks can influence educational expectations among young people and their parents. This paper takes advantage of the two-cohort nature of GUI to compare 13-year-olds surveyed in 2011/12 and 2021/22. Cohort '98 had experienced the Great Recession during their transition to adolescence, with many families experiencing employment and/or income loss. Cohort '08 were around 11 or 12 years of age when the pandemic hit, with many of their parents experiencing (temporary) job loss.

**Methods:** The paper uses regression models to look at the relationship between the 'shock' (the recession and the pandemic respectively) on educational expectations among 13-year-olds and their parents, taking account of gender, social class, household income and parental educational expectations at age 9.

**Results:** Both sets of shocks are associated with lower educational expectations among young people and their parents, even taking account of parental expectations prior to the shock. For both cohorts, parental job loss was associated with lower expectations but the impact of income loss was not significant. Contrary to our hypothesis, the impact of job loss is larger among the pandemic cohort, even though employment interruptions were typically shorter in duration.

**Conclusion:** The analyses provide new insights into the uncertainty resulting from external shocks and the way in which young people and their parents adjust their expectations downwards in response.



## Modelling the gender achievement gap: Cognitive and noncognitive factors in educational production

**Beatriz Geitner** (University College Dublin)

### Session D, Room 1, Stratocaster A&B. 15:20

**Background:** This study investigates the interplay between cognitive and noncognitive skills in shaping educational outcomes, focusing on gender differences. Using data from the Growing Up in Ireland longitudinal study, I employ multiple analytical approaches to assess the impacts of cognitive and noncognitive factors on academic performance.

**Methods:** My findings demonstrate that cognitive abilities are the dominant predictor of academic achievement, even when accounting for noncognitive measures and controlling for socioeconomic and school characteristics. However, these effects vary across subjects and genders. Noncognitive skills, particularly hyperactivity/inattention and conscientiousness, also significantly influence academic performance, though to a lesser extent.

**Results:** Oaxaca-Blinder decomposition reveals that while cognitive measures help narrow the gender achievement gap, noncognitive variables tend to widen it. This highlights the need for targeted educational interventions that address both cognitive and noncognitive dimensions. Further analysis shows substantial heterogeneity in the interaction between cognitive and noncognitive abilities across different performance levels, suggesting that the impact of noncognitive skills depends on a student's cognitive abilities.

**Conclusion:** Production function modelling provides evidence of imperfect substitutability between cognitive and noncognitive inputs in educational achievement. Using Constant Elasticity of Substitution and Translog production functions, I find decreasing returns to scale in educational production and confirm the dominant role of cognition. However, noncognitive factors, while less influential, still play a meaningful role in academic outcomes. These findings have important implications for educational policy and practice, underscoring the need for a nuanced approach that addresses both cognitive and noncognitive skill development and recognizes their complex interactions and gender-specific impacts.

## **Book experiences and socioemotional development during early childhood: Insights from the Growing Up in Ireland study\***

**Gabriela Portillo** (Mary Immaculate College)

**Suzanne Egan** (Mary Immaculate College)

### **Session D, Room 1, Stratocaster A&B. 15:40**

**Background/Context:** Early reading experiences significantly predict language skills, academic success, and overall wellbeing later in life (Hoyne & Egan, 2019; Kumschick et al., 2014). However, research on the socioemotional outcomes of early book engagement is limited. This paper explores the association between book-related activities and socioemotional development.

**Methods:** Using a quantitative research design, the sample consisted of 9001 5-year-old children from the '08 (Infant) Cohort of the Growing Up in Ireland (GUI) Study. The current study examined if book-related variables (library visit frequency, caregiver reading and listening to their child read frequency, number of children's books at home) were associated with scores on the Strengths and Difficulties Questionnaire (SDQ), even after controlling for family and other factors (e.g., income, caregiver education, attachment).

**Results:** Using hierarchical regression analyses, the findings indicated that children who had not visited the library in the past month and were not read to daily had more difficulties across all subscales of the SDQ, even when controlling for socioeconomic, educational and attachment variables. Most caregivers reported reading and listening to their child read daily, however, 60% of children had not visited the library during the last month, and one-third had never visited it.

**Conclusion:** Early book engagement is associated with young children's socioemotional skills, including fewer emotional, conduct, and hyperactivity problems and more positive peer relationships and prosocial behaviours, even after family and other factors are accounted for. Findings are discussed in the context of the ecological systems theory (Bronfenbrenner, 2005).

## Session E: Cohort Comparisons. Room 2, Alhambra

### Cohort comparisons of the consequences of COVID on youth psychological wellbeing

**Ross Macmillan** (University of Limerick)

**Carmel Hannan** (University of Limerick)

**Elke Hayes** (University of Limerick)

**Michael Anyanwu** (University of Limerick)

**Saoirse McInerney** (University of Limerick)

#### Session E, Room 2, Alhambra. 15:00

**Background:** The effects of the COVID-19 pandemic on mental health of young people is a critical social issue. One under-explored effect is whether birth cohort moderated pandemic exposures and consequent effects on health and well-being. As cohort determined both the timing of lives and life circumstances during the pandemic period, investigation of cohort moderation – amplification or amelioration – is critical for the advance of both science and public policy.

**Context:** Mental health of young people and its relation to life course transitions is a critical aspect of population health and there is wide speculation that the COVID-19 pandemic had widespread detrimental effects on well-being.

**Methods:** We conducted random-effect, growth curve analysis with N-way product-terms to assess both cohort effects and variation in cohort effects in the two cohorts of the Growing up in Ireland data.

**Results:** In general, cohort differences in pandemic effects on psychological well-being were remarkably similar across cohorts with an approximate increase of 12 percent in symptomatology between the pre-COVID and COVID-19 period. There was further evidence of cohort moderation with respect to sociodemographic/family background factors. Surprisingly, there was very little evidence that pandemic exposures were associated with cohort differences in psychological well-being during the pandemic.

**Conclusion:** The findings point to a negative impact of the pandemic on the mental health of young people that was highly consistent regardless of cohort and by extension life stage. This highlights the needs for mental health supports suitable for a range of ages and life course contexts.

## Are the kids alright? Bullying trends amongst 13-year-olds\*

**Derek Nolan** (Department of Children, Equality, Disability, Integration and Youth)

**Session E, Room 2, Alhambra. 15:20**

**Background/Context:** Throughout childhood, all children experience moments of conflict with their peers and these episodes are important parts of maturing and learning throughout the life course. However, bullying goes beyond the ordinary threshold of conflict and being bullied, whether physically, verbally or socially, can be detrimental for a child's development and cause undue distress that lasts beyond childhood. However, defining and identifying bullying can be difficult.

**Methods:** This paper utilises a multi-faceted approach to surveying young people in the Growing Up in Ireland study about bullying to analyse differences between groups, as well as differences between self-reported experience of bullying and meeting an alternative definition of being bullied based on responses to questions about experiencing different behaviours. This paper uses cross-cohort analysis to compare responses across both GUI cohorts to investigate the impact of question framing, given that the two cohorts were asked similar-but-different questions.

**Results:** Both cohorts reported similar levels of bullying; 10% of the 1998 cohort compared to 9% of the 2008 cohort. However, based on responses to questions about bullying behaviours experienced (such as having something hurtful posted online about them), 37% of the 2008 cohort could arguably be categorised as a victim of bullying. There was a gender difference when it came to emotional impact of bullying; boys were much less likely to report that bullying made them feel afraid, angry or upset than girls.

**Conclusion:** While some bullying trends hold across cohorts, analysis shows that question framing does impact results.



## Changing patterns of anti-social behaviour among 13-year-olds\*

**Aisling Murray** (Department of Children, Equality, Disability, Integration and Youth)

**Emer Smyth** (Economic and Social Research Institute)

**Session E: Room 2, Alhambra. 15:40**

**Background:** Adolescence is widely associated with exploration and greater independence from parental supervision. However, some of that exploration may be with risky and potentially illegal activities commonly referred to as 'anti-social behaviours' (ASB). Such activities include petty theft, vandalism and getting into physical fights. Some (such as fighting) pose a physical risk to the Young Person and others carry risks in terms of early contact with the Criminal Justice System or exclusion from school.

**Methods:** This paper leverages the cross-cohort design of the Growing Up in Ireland study to compare whether certain types of ASB are more or less common among young people who turned 13 in 2021 (Cohort '08) versus another group of young people who turned 13 in 2011 (Cohort '98). It also examines whether the gender differences that were apparent among the older cohort in 2011 persist in the younger cohort. Modelling is used to control for a range of household, school and neighbourhood characteristics while comparing cohorts and gender.

**Results:** In terms of engagement in any ASB, the prevalence among boys was very similar between the two cohorts but there was a notable increase for girls. For specific behaviours, there was a particularly notable increase in the number of girls who had 'hit, kicked or punched someone' or 'taken something from home'. Control variables had very little impact on the gender patterns.

**Conclusion:** Engagement in ASB is more common for girls in the younger cohort, but further exploration will be needed to gain insight into the reasons why.

## Session F: Oral Health and Diet. Room 3, Stratocaster C

### Socioeconomic inequalities in the oral health of Irish adolescents

**Vinay Sharma** (Trinity College Dublin)

**Michael O'Sullivan** (Trinity College Dublin)

**Lewis Winning** (Trinity College Dublin)

**Oscar Cassetti** (Trinity College Dublin)

**Aifric O'Sullivan** (University College Dublin)

**Michael Crowe** (Trinity College Dublin)

#### Session F, Room 3, Stratocaster C. 15:00

**Background/Context:** Socioeconomic inequalities in oral health are a universal phenomenon. This study investigated socioeconomic differences in the oral health of Irish adolescents and the contributing role of behaviour, material and psychosocial factors.

**Methods:** Data analysed were from the first three waves of the Growing Up in Ireland child cohort survey on parent and self-reported oral health outcomes at age 17/18 years; socioeconomic status (SES) measures, behavioural, material, and psychosocial factors at 13 years; and potential confounders at 9 years of age. Logistic regression was used to study associations between oral health outcomes and SES indicators and mediation analysis.

**Results:** Younger males in the lowest educational and income groups had higher odds of having sub-optimal oral health (Odds Ratio, OR education 2.52, 95% CI: 1.41, 4.49; OR income 1.59, 95% CI: 1.07, 2.35) than their peers in the highest levels. The odds of having two dental fillings were higher for the lowest educational (OR 2.37, 95% CI: 1.63, 3.45), income (OR 1.75, 95% CI: 1.37, 2.22), occupational (OR 1.36, 95% CI: 1.09, 1.17) and medical card (OR 1.52 95% CI: 1.31, 1.76) groups than their peers from higher social groups. The odds of having sub-optimal oral health for the lowest SES groups reduced after adjusting for behavioural, material and psychosocial factors by 22-69%, 97-100% and 5-56%, respectively.

**Conclusion:** Social disparities in oral health are common among Irish adolescents. These can be partially explained by differences in behavioural, material and psychosocial factors.

## Lives of Irish adolescents who were born with a cleft

**Catherine de Blacam** (Children's Health Ireland at Crumlin)

**Elizabeth Nixon** (Trinity College Dublin)

**Anne Nolan** (Economic and Social Research Institute)

### Session F, Room 3, Stratocaster C. 15:20

**Background/Context:** Cleft Lip and/or Palate (CLP) is a congenital facial difference, which affects a child's appearance and speech and requires multiple operations with extensive multidisciplinary follow-up throughout childhood. We sought to understand how the lives of adolescents who were born with a cleft compare to their peers in the general population.

**Methods:** GUI questionnaires were adapted in conjunction with PPI contributors and administered to adolescents registered on the Dublin Cleft Centre database, who were born between 2007-2009. Data were registered in a REDCap database and compared to that of the GUI cohort '08.

**Results:** Twenty-nine adolescents (9 females, 21 male) participated. The majority of participants had settled well in to secondary school and reported an expected educational attainment of a higher degree (72%, versus 69% of GUI participants). The average Mental Health Inventory (MHI-5) score was 75.4 out of 100, versus 80.0 in the GUI cohort. Self-esteem was recorded using a modified Rosenberg scale, with the LIA-Cleft group scoring 11.9/18 versus 13/18 in the GUI group. When asked to rate overall satisfaction with life on a 1-10 scale, 54% of the LIA-Cleft group recorded a score >8, versus 72% of the GUI group.

**Conclusions:** Though the LIA-Cleft sample was small, there were notable differences between socio-emotional and wellbeing scores and those of the general population. This information will inform future development of the cleft service. The study also serves as a proof of concept for use of GUI questionnaires in studies comparing children born with congenital conditions to peers in the general population.

## Investigating the prospective relationship between restrictive eating behaviours and sleep in the Growing Up in Ireland Cohort

**Marie-Christine Opitz** (University of Edinburgh)

**Sarah Cooney** (University College Dublin)

**Helen Sharpe** (University of Edinburgh)

### Session F, Room 3, Stratocaster C. 15:40

**Background:** Altered sleep is associated with a variety of maladaptive mental health outcomes, including disordered eating behaviours. However, despite common bio-behavioural mechanisms underlying both sleep and disordered eating, little is known about temporal associations between both constructs.

**Context:** The present study aimed to assess the longitudinal relationship between restrictive eating behaviours and sleep in the Growing up in Ireland (GUI) cohort, to shed further light on symptom-specific associations.

**Methods:** Using a structural equation modelling approach, the present study tested a series of regression models investigating the prospective relationship between restrictive eating behaviours (reported age 13, GUI wave 2) and sleep behaviours as well as difficulties (reported age 17/18, GUI wave 3) in the '98 GUI Cohort. Depressive symptoms (reported age 13) and excessive online behaviours (reported age 17/18) were tested as potential mediators for the prospective association.

**Results:** N=5,705 young people were included in the analyses. Restrictive eating behaviours only significantly predicted falling asleep at inappropriate times ( $\beta=.16$ ,  $SE=.04$ ,  $p<.001$ ) and shorter self-reported sleep duration ( $\beta=.06$ ,  $SE=.02$ ,  $p<.001$ ). Both associations were partially mediated by depressive symptoms and engagement in excessive online behaviours during weekdays.

**Conclusions:** The present study provides preliminary evidence for the longitudinal relationship between restrictive eating behaviours and shorter sleep. Further research is needed to improve our understanding of the causal and potentially bi-directional relationship between sleep and disordered eating. A better understanding of this relationship could aid in preventing the exacerbation of both symptom presentations, and inform general health promotion strategies.



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