

CHILDREN'S ACADEMICS, MENTAL HEALTH, AND SOCIAL SUPPORT DURING COVID-19 REMOTE INSTRUCTION

“Among adolescents who received mental health services between 2012 and 2015, 35% received these services exclusively from school settings” (Goldberstein, et al. 2020)

Introduction

- Hardships that families have faced during this time (e.g., job loss, income loss, caregiving burdens, and illness) have strongly influenced and affected the well-being of families (Ananat et al., 2020).
- Children staying at home, are facing and struggling with their mental health declining, anxiety, depression, child maltreatment, and physical assault (Phelps & Sperry, 2020)
- There is a direction of delivering online instruction however there is little direction on supporting children who rely on schools for behavioral and mental health support (Phelps & Sperry, 2020).
- The lack of a structured school setting has led to a disruption in routine, boredom, and lack of innovative ideas for engaging in various academic and extracurricular activities (Singh et al., 2020).

Present Study

- The purpose of this study is to examine the relationship among social support and stress, anxiety, and depression in elementary school children.
- Hypotheses:
 - Social support will be negatively correlated with anxiety. Social support will be negatively correlated with stress.

- Social support will be negatively corrected with depression.
- Social support will be positively correlated with academics.

Methods

- Sample of 50 participants, ages 8-12, will be recruited from local elementary schools.
- Recruited through teachers and letters sent to parents.
- Measures
- Social support (e.g., tutoring hours, virtual playdates / video chatting, parents' work hours, number of siblings, family recreation time)
- Anxiety: Youth Anxiety Measure for DSM-5 (YAM-5; Muris et al., 2017)
- Stress: School-Age Children's Self-Reported Stress Symptoms Questionnaire (Valizadeh et al., 2012)
- Depression: Center for Epidemiologic Studies Depression Scale (CES-D; Smarr and Keefer, 2011)

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