

WEBVTT

NOTE duration:"00:04:07"

NOTE recognizability:0.890

NOTE language:en-us

NOTE Confidence: 0.88880424125

00:00:03.740 --> 00:00:05.888 My name is Brittany Gunnison and

NOTE Confidence: 0.88880424125

00:00:05.888 --> 00:00:08.394 I completed my Masters thesis on

NOTE Confidence: 0.88880424125

00:00:08.394 --> 00:00:10.402 behavioral and emotional changes

NOTE Confidence: 0.88880424125

00:00:10.402 --> 00:00:12.410 across COVID-19 school experiences

NOTE Confidence: 0.88880424125

00:00:12.475 --> 00:00:14.299 in children and adolescents.

NOTE Confidence: 0.88880424125

00:00:14.300 --> 00:00:16.725 The COVID-19 pandemic has necessitated

NOTE Confidence: 0.88880424125

00:00:16.725 --> 00:00:18.180 several containment measures,

NOTE Confidence: 0.88880424125

00:00:18.180 --> 00:00:20.460 including full or partial remote learning

NOTE Confidence: 0.88880424125

00:00:20.460 --> 00:00:22.770 for some children and adolescents.

NOTE Confidence: 0.88880424125

00:00:22.770 --> 00:00:24.765 Displacement from school is known

NOTE Confidence: 0.88880424125

00:00:24.765 --> 00:00:27.239 to be socially isolating with the

NOTE Confidence: 0.88880424125

00:00:27.239 --> 00:00:29.299 potential to impact child behavior.

NOTE Confidence: 0.88880424125

00:00:29.300 --> 00:00:31.140 However, the direction of effect.

NOTE Confidence: 0.88880424125

00:00:31.140 --> 00:00:32.895 With pandemic school closures on
NOTE Confidence: 0.88880424125

00:00:32.895 --> 00:00:35.068 the emotional well being of children
NOTE Confidence: 0.88880424125

00:00:35.068 --> 00:00:37.174 and adolescents is not yet clear.
NOTE Confidence: 0.88880424125

00:00:37.180 --> 00:00:39.772 Table one demonstrates a summary of
NOTE Confidence: 0.88880424125

00:00:39.772 --> 00:00:41.500 the previously existing literature
NOTE Confidence: 0.88880424125

00:00:41.566 --> 00:00:43.322 which examined COVID-19 school
NOTE Confidence: 0.88880424125

00:00:43.322 --> 00:00:45.517 instruction and child well being.
NOTE Confidence: 0.88880424125

00:00:45.520 --> 00:00:48.082 Each of these studies lacked either
NOTE Confidence: 0.88880424125

00:00:48.082 --> 00:00:49.790 a nationally representative sample
NOTE Confidence: 0.88880424125

00:00:49.853 --> 00:00:52.598 comparison across COVID-19 school experience,
NOTE Confidence: 0.88880424125

00:00:52.600 --> 00:00:54.500 the use of validated scales,
NOTE Confidence: 0.88880424125

00:00:54.500 --> 00:00:56.978 or comparison with pre COVID data.
NOTE Confidence: 0.88880424125

00:00:56.980 --> 00:00:57.590 Additionally,
NOTE Confidence: 0.88880424125

00:00:57.590 --> 00:01:00.640 none of these studies included
NOTE Confidence: 0.88880424125

00:01:00.640 --> 00:01:01.860 longitudinal follow-up.
NOTE Confidence: 0.88880424125

00:01:01.860 --> 00:01:03.830 The present study would account

NOTE Confidence: 0.88880424125

00:01:03.830 --> 00:01:05.800 for each of these factors.

NOTE Confidence: 0.88880424125

00:01:05.800 --> 00:01:07.496 This answer rational longitudinal

NOTE Confidence: 0.88880424125

00:01:07.496 --> 00:01:10.040 study will compare pre COVID current

NOTE Confidence: 0.88880424125

00:01:10.105 --> 00:01:12.315 and follow-up child behavior checklist

NOTE Confidence: 0.88880424125

00:01:12.315 --> 00:01:14.525 scores using participants from the

NOTE Confidence: 0.88880424125

00:01:14.592 --> 00:01:17.317 adolescent brain cognitive development study.

NOTE Confidence: 0.88880424125

00:01:17.320 --> 00:01:20.491 We hypothesize that there will be a

NOTE Confidence: 0.88880424125

00:01:20.491 --> 00:01:21.850 statistically significant increase

NOTE Confidence: 0.88880424125

00:01:21.922 --> 00:01:24.323 between mean pre COVID SL T scores

NOTE Confidence: 0.88880424125

00:01:24.323 --> 00:01:26.585 and current SCLETI scores in remote

NOTE Confidence: 0.88880424125

00:01:26.585 --> 00:01:28.525 learning groups when compared to

NOTE Confidence: 0.88880424125

00:01:28.525 --> 00:01:30.830 hybrid and classroom learning

NOTE Confidence: 0.88880424125

00:01:30.830 --> 00:01:33.870 experiences during the pandemic.

NOTE Confidence: 0.88880424125

00:01:33.870 --> 00:01:36.335 Figure one demonstrates the possible

NOTE Confidence: 0.88880424125

00:01:36.335 --> 00:01:38.800 modifying factors that were included

NOTE Confidence: 0.88880424125

00:01:38.873 --> 00:01:39.818 in this study.
NOTE Confidence: 0.88880424125

00:01:39.820 --> 00:01:41.408 Mediating variables are those
NOTE Confidence: 0.88880424125

00:01:41.408 --> 00:01:43.393 that explain how two variables,
NOTE Confidence: 0.88880424125

00:01:43.400 --> 00:01:45.794 such as an exposure and an outcome
NOTE Confidence: 0.88880424125

00:01:45.794 --> 00:01:46.478 are related.
NOTE Confidence: 0.88880424125

00:01:46.480 --> 00:01:48.555 A moderating variable affects the
NOTE Confidence: 0.88880424125

00:01:48.555 --> 00:01:51.100 strength and direction of how an
NOTE Confidence: 0.88880424125

00:01:51.100 --> 00:01:53.080 exposure and outcome are related.
NOTE Confidence: 0.88880424125

00:01:53.080 --> 00:01:55.404 Some moderating variables are
NOTE Confidence: 0.88880424125

00:01:55.404 --> 00:01:58.094 also confounders in our study.
NOTE Confidence: 0.88880424125

00:01:58.094 --> 00:01:59.618 Possible mediators included
NOTE Confidence: 0.88880424125

00:01:59.618 --> 00:02:01.142 increased sedentary time,
NOTE Confidence: 0.88880424125

00:02:01.150 --> 00:02:02.734 decreased physical activity,
NOTE Confidence: 0.88880424125

00:02:02.734 --> 00:02:05.374 decreased time spent with friends,
NOTE Confidence: 0.88880424125

00:02:05.380 --> 00:02:07.258 increasing Internet usage,
NOTE Confidence: 0.88880424125

00:02:07.258 --> 00:02:09.136 parent offspring conflict,

NOTE Confidence: 0.88880424125
00:02:09.140 --> 00:02:11.210 parental difficulty, sleeping.
NOTE Confidence: 0.88880424125
00:02:11.210 --> 00:02:12.590 Parental anxiety,
NOTE Confidence: 0.88880424125
00:02:12.590 --> 00:02:15.362 parental worry about COVID-19,
NOTE Confidence: 0.88880424125
00:02:15.362 --> 00:02:16.748 childcare concerns,
NOTE Confidence: 0.88880424125
00:02:16.750 --> 00:02:20.308 and parent concern about job stability.
NOTE Confidence: 0.88880424125
00:02:20.310 --> 00:02:21.854 The moderating variables included
NOTE Confidence: 0.88880424125
00:02:21.854 --> 00:02:24.382 in the study for age, gender,
NOTE Confidence: 0.88880424125
00:02:24.382 --> 00:02:26.158 race, residential area,
NOTE Confidence: 0.88880424125
00:02:26.158 --> 00:02:28.526 number of close friends,
NOTE Confidence: 0.88880424125
00:02:28.530 --> 00:02:31.374 presence of neurodevelopmental diagnosis,
NOTE Confidence: 0.88880424125
00:02:31.374 --> 00:02:33.507 annual household income,
NOTE Confidence: 0.88880424125
00:02:33.510 --> 00:02:34.804 parent age,
NOTE Confidence: 0.88880424125
00:02:34.804 --> 00:02:37.392 parent education level and
NOTE Confidence: 0.88880424125
00:02:37.392 --> 00:02:39.980 parents having organic diseases.
NOTE Confidence: 0.88880424125
00:02:39.980 --> 00:02:42.554 This study is strengthened by its
NOTE Confidence: 0.88880424125

00:02:42.554 --> 00:02:44.270 novelty in providing longitudinal
NOTE Confidence: 0.88880424125

00:02:44.339 --> 00:02:46.131 data with follow-up measurements
NOTE Confidence: 0.88880424125

00:02:46.131 --> 00:02:48.371 as well as utilizing validated
NOTE Confidence: 0.88880424125

00:02:48.371 --> 00:02:50.454 scales comparing pre COVID post
NOTE Confidence: 0.88880424125

00:02:50.454 --> 00:02:52.409 COVID data and studying a
NOTE Confidence: 0.88880424125

00:02:52.409 --> 00:02:53.574 nationally representative sample.
NOTE Confidence: 0.88880424125

00:02:53.574 --> 00:02:56.283 The limitations of this study lie in
NOTE Confidence: 0.88880424125

00:02:56.283 --> 00:02:59.032 the variability of infection rates in
NOTE Confidence: 0.88880424125

00:02:59.032 --> 00:03:01.332 school protocols throughout the pandemic,
NOTE Confidence: 0.88880424125

00:03:01.340 --> 00:03:03.608 as well as any confounding factors
NOTE Confidence: 0.88880424125

00:03:03.608 --> 00:03:05.583 that could have impacted child
NOTE Confidence: 0.88880424125

00:03:05.583 --> 00:03:07.929 behavior during the pandemic and were
NOTE Confidence: 0.88880424125

00:03:07.929 --> 00:03:10.199 not recognized by the researchers.
NOTE Confidence: 0.88880424125

00:03:10.200 --> 00:03:12.180 The clinical significance of this study
NOTE Confidence: 0.88880424125

00:03:12.180 --> 00:03:14.200 stems from its ability to determine
NOTE Confidence: 0.88880424125

00:03:14.200 --> 00:03:16.120 the long term effects that remote

NOTE Confidence: 0.88880424125

00:03:16.120 --> 00:03:18.037 learning will have on child behavior.

NOTE Confidence: 0.88880424125

00:03:18.040 --> 00:03:20.362 This information could be used to

NOTE Confidence: 0.88880424125

00:03:20.362 --> 00:03:21.910 direct distribution of resources

NOTE Confidence: 0.88880424125

00:03:21.978 --> 00:03:23.926 during pandemic recovery efforts

NOTE Confidence: 0.88880424125

00:03:23.926 --> 00:03:25.874 by identifying specific student

NOTE Confidence: 0.88880424125

00:03:25.874 --> 00:03:28.089 characteristics or learning experiences

NOTE Confidence: 0.88880424125

00:03:28.090 --> 00:03:30.659 that put them at increased risk for

NOTE Confidence: 0.88880424125

00:03:30.659 --> 00:03:32.310 behavioral and emotional effects.

NOTE Confidence: 0.88880424125

00:03:32.310 --> 00:03:34.046 Identification of risk factors

NOTE Confidence: 0.88880424125

00:03:34.046 --> 00:03:35.782 would enable early intervention

NOTE Confidence: 0.88880424125

00:03:35.782 --> 00:03:38.353 in the prevention of long term

NOTE Confidence: 0.88880424125

00:03:38.353 --> 00:03:39.989 effects of social isolation,

NOTE Confidence: 0.88880424125

00:03:39.990 --> 00:03:42.102 such as cardiovascular disease,

NOTE Confidence: 0.88880424125

00:03:42.102 --> 00:03:44.358 depression, and psychotic experiences.

NOTE Confidence: 0.908041264285714

00:03:46.400 --> 00:03:48.164 I would like to thank Doctor Mays,

NOTE Confidence: 0.908041264285714

00:03:48.170 --> 00:03:51.240 Dr Gonzalas Colosso, Megan Pendergast,

NOTE Confidence: 0.908041264285714

00:03:51.240 --> 00:03:53.284 Caitlin Meyer and the Yale School of

NOTE Confidence: 0.908041264285714

00:03:53.284 --> 00:03:54.940 Medicine librarians for their guidance,

NOTE Confidence: 0.908041264285714

00:03:54.940 --> 00:03:57.308 support and encouragement throughout

NOTE Confidence: 0.908041264285714

00:03:57.308 --> 00:03:59.650 this thesis process. Thank you.