Dr Spencer Hayes
Psychology and Human Development, Institute of Education
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UCL

CEN Talk by Dr Keri Wong; UCL Institute of Education

Title: Post-COVID Recovery: Education, Resilience & Mental Health

[note: in the first instance, please can leave your audio and videos please]

Post-COVID Recovery

Education

Resilience

Mental Health

Post-COVID Recovery

Education

Resilience

Mental Health

- How can we reopen schools better?
- What have we learnt about teaching?

- How do we build resilience into our programs?
- How do we become resilient educators and learners?

Post-COVID Recovery

Education

Resilience

Mental Health

- How can we reopen schools better?
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- How do we become resilient educators and learners?

1. What is the impact of COVID on education?
2. How does mental health data inform education?

Post-COVID Recovery
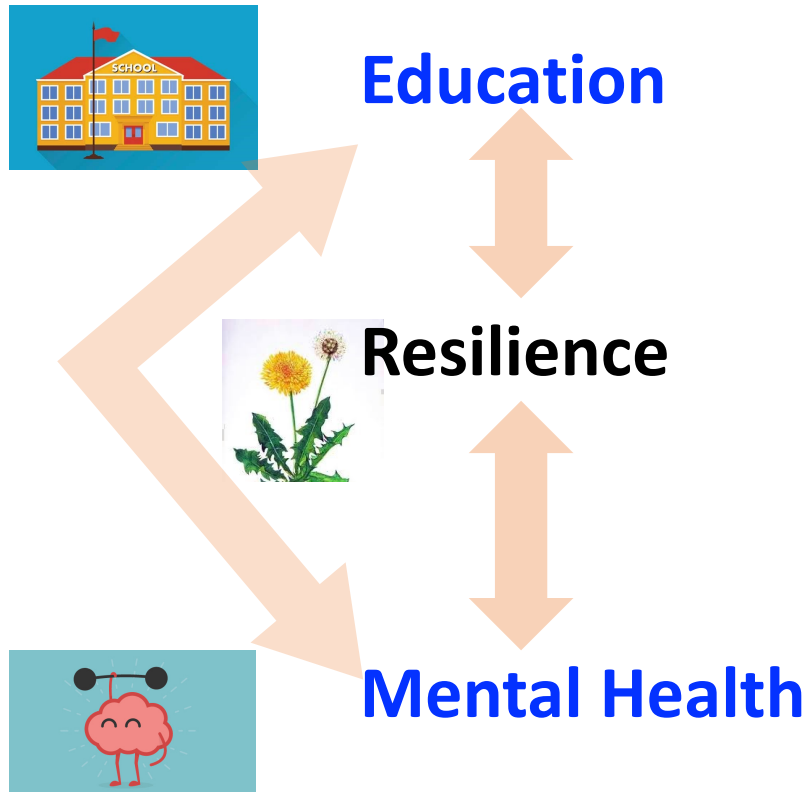
Education

Resilience

Mental Health

- How can we reopen schools better?
- What have we learnt about teaching?

- How do we build resilience into our programs?
- How do we become resilient educators and learners?

1. What is the impact of COVID on education?
2. How does mental health data inform education?

What is the impact of COVID on mental health?

COVID has **negatively** impacted everyone's mental health

- Large birth cohort studies have quickly responded to call as well as new follow-up studies.

- Immediate impact of covid on mental health vs. longer-term impact.

- Variety of target populations (BAME, pre-existing conditions, careers), ages, cultures.

COVID has **negatively** impacted educator's mental health

The impact of the Coronavirus (Covid-19) pandemic on education professionals' mental health and wellbeing – by job role

Improved (a little or considerably): School Teachers 16%, Senior Leaders 23%, Other Roles 14%

No difference: School Teachers 29%, Senior Leaders 26%, Other Roles 37%

Declined (a little or considerably): School Teachers 52%, Senior Leaders 48%, Other Roles 48%

Don't know: School Teachers 3%, Senior Leaders 2%, Other Roles 1%

Legend: School Teachers, Senior Leaders, Other Roles

Education Support and YouGov (July 2020, *N* = 2,774)

COVID has **negatively** impacted teacher's mental health

UK teachers are reporting a massive increase in mental health symptoms:

↑**17**% Trouble concentrating

↑**15**% Difficulty sleeping

↑**15**% Tearfulness

↑**14**% Forgetfulness

↑**14**% Over-eating

↑**13**% Irritability

Education Support

Teacher Wellbeing Index 2020
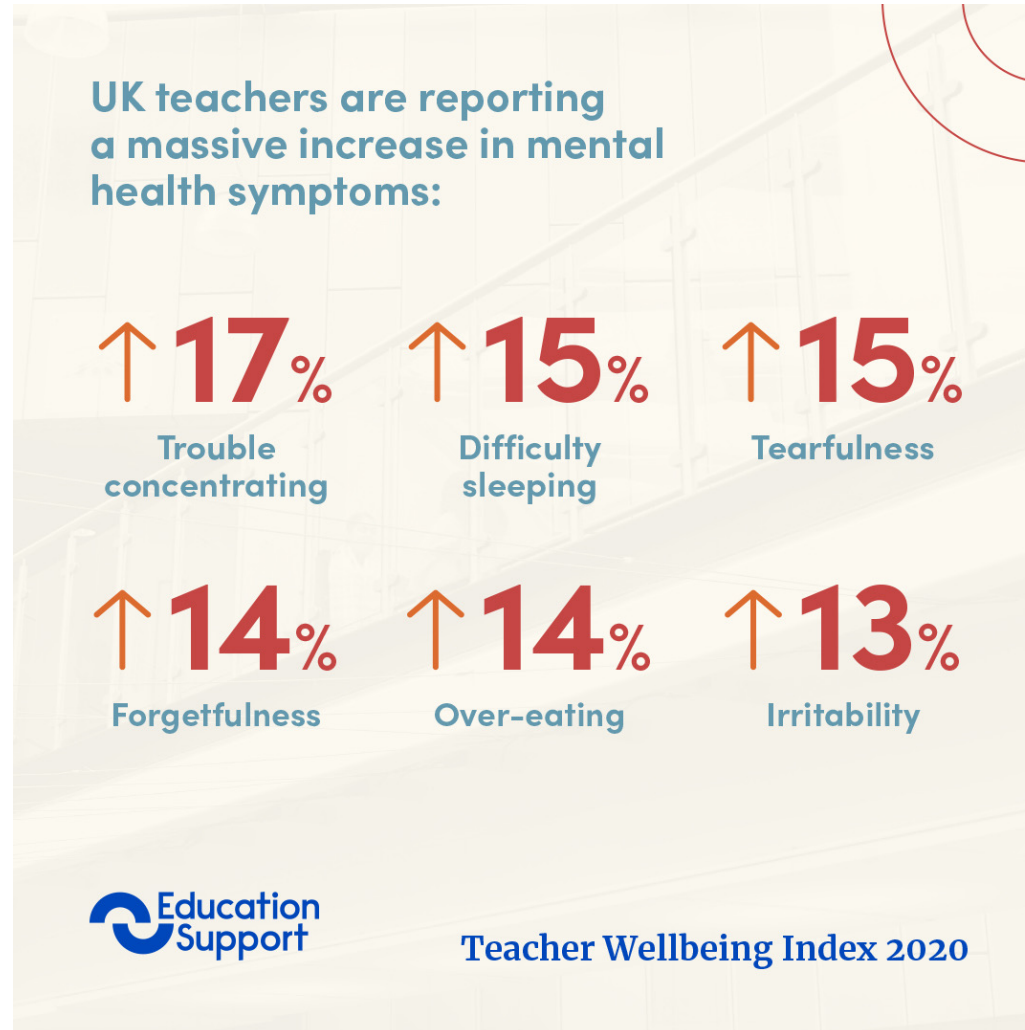
COVID has **negatively** impacted young people's mental health

Oxford's Co-SPACE (2021)

parent-reports (*N* = 8,225)

Children's mental health symptoms have **increased again** in January

UCL-Penn Global COVID Study

GlobalCOVIDStudy.com

@GlobalC19Study

osf.io/fe8q7/
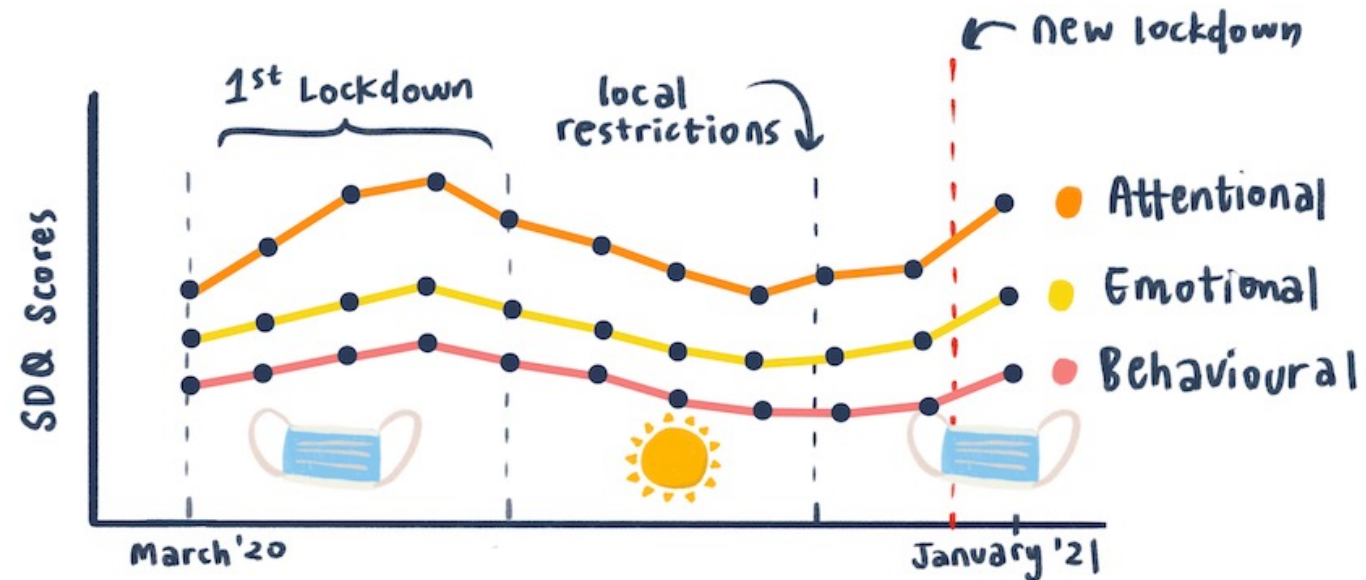
Dr Keri Wong (PI)
UCL

Prof Adrian Raine (Co-I)
University of Pennsylvania

Dr Jill Portnoy
University of Massachusetts Lowell
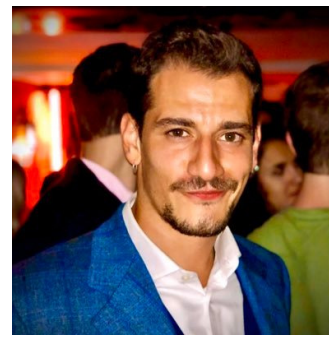
Dr Leonardo Bevilacqua
UCL

Ms Evi Katsapi
UCL

Dr Emily Midouhas
UCL

Ms Jana Brinkert
UCL

Ms Dora Kokosi
UCL

Mr Alessandro Carollo
University of Trento

Dr Andrea Bizzego
University of Trento

Ms Reina Kirpalani
UCL
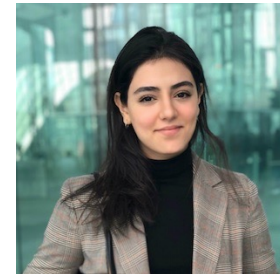
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Mr Vassilis Sideropoulos
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Dr Maria Kambouri
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30-minute Online Survey (8 languages)

Timeline

Wave 1	Wave 2	Wave 3
UK Lockdown 1	*UK Lockdowns 2 & 3*	*12-month Easing*
17 April – 14 July 2020	17 Oct – 31 Jan 2021	April – July 2021

2020 | | | | | | | | | **2021** | | | | | | | | | | | | |

| Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
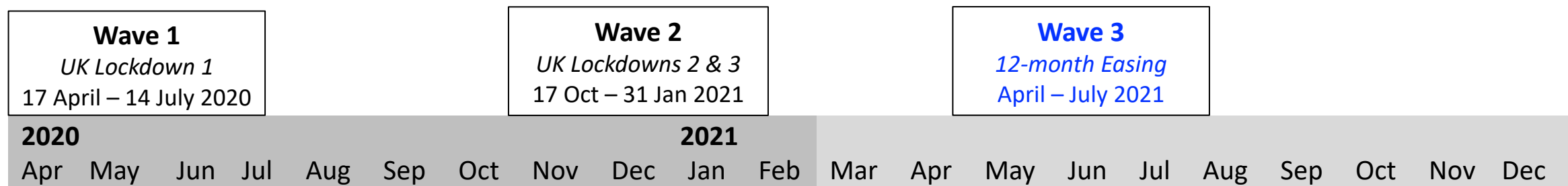
Study variables

✓ Background variables, occupation, living/green space access, home environment

✓ Mental health: Anxiety, depression, aggression, sleep, stress

✓ Pre-/post-COVID: Exercise, alcohol consumption, substance use

✓ Relationships, trust, empathy, relational conflict, parenting, loneliness, stress

Questionnaires	Wave 1[a] 17 Apr – 17 Jul 2020		Wave 2[b] 17 Oct 2020 – 31 Jan 2021		Wave 3 17 Apr – 31 Jul 2021	
	Adult	Child	Adult	Child	Adult	Child
1 **Demographics** (occupation, income brackets, ethnicity, and ethnic identity (score on 1-10), accommodation, living space (e.g., rooms, access to green space, facilities), family history of health conditions)	✓		✓		✓	
2 **Living environment** (CHAOS)[8]	✓		✓		✓	
3 **BMI** (height/weight)	✓		✓		✓	
4 **Substance Use** – (Smoking/alcohol/drug use)	✓		✓		✓	
5 **Anxiety** (GAD-7)[13]	✓		✓		✓	
6 **Depression** (PHQ-9)[6]	✓		✓		✓	
7 **Schizotypal traits** (SPQ-B)[9]	✓		✓		✓	
8 **Suspiciousness** (SMS)[14]	✓		✓		✓	
9 **Sleep**[1-2, 4]	✓		✓		✓	
10 **Loneliness** (LQ)[12]	✓		✓		✓	
11 **Empathy** (CASES)[10]	✓		✓		✓	
12 **Aggression** (RPQ)[11]	✓	✓	✓	✓	✓	✓
13 **Physical activity** (IPAQ-SF,)[7]	✓		✓		✓	
			✓		✓	
Parents only						
14 **Parenting Style** (PS-8) [5]	✓		✓		✓	
15 **Special Educational Needs** (SEN; Screening question only shown to parents with children aged 4-17 years. Parent reports on child's age, gender, and any learning difficulties.)	✓		✓		✓	
16 **Strengths & Difficulties Questionnaire** (SDQ)[3]		✓		✓		✓
Qualitative						
17 COVID Worries & Stress (stressors; 8-items; working more than usual, 2-items; perceptions towards government social distancing guidelines)	✓		✓		✓	
18 COVID (qual): 'How has lockdown changed your behaviour? What are some positive/negative things that you have experienced during lockdown?	✓		✓			
19 COVID Recovery: What support do you and your family most need?					✓	

WHO declares pandemic

17 Apr
COVID study starts
Cases: 4,965
7-day: 4,415

14 Jul
Cases: 1,240
7-day: 718

39.3% 11.5% 9.0% 11.4%

13 Nov (peak)
Cases: 27,301
7-day: 24,430

Year

2020

COVID reported in Asia

Ethics

Wave 1
17 Apr-14 Jul
(N = 2,276, n = 1,829)

<34 (54%, M = 36.4, SD = 13.5, F = 70.5%, 18-89y), Single (45%), Masters (39%), <£40K (50%)

Wave 2
17 Oct-31 Jan
(N=1,283, new=523)

UK National Lockdown 1

UK Easing of Lockdown

UK National Lockdown 2

2021

Wave 3
17 Apr-31 Jul
(N = 650, n =30)

UK National Lockdown 3

UK Easing of Lockdown

Jan   Feb   Mar   Apr   May   Jun   Jul   Aug   Sep   Oct   Nov   Dec

6 Jan (peak)
Cases: 62,322
7-day : 57.702

14 Jan Vaccine roll-out

6 Apr
Cases: 2,762
7-day: 3,493

What did we find?

1) Mental & Physical Health
2) Short & longer-term stressors
3) Loss & recovery?

Overall, participants aged 18–24 were more severely affected than the other groups.

DEPRESSION

ANXIETY*

PHYSICAL ACTIVITY

AGGRESSION

SLEEP

STRESS

LONELINESS

EMPATHY*

18-24 yrs   25-34 yrs   35-44 yrs   45-54 yrs   55+ yrs

Age

Carollo[1], A., Bizzego[1], A., Gabrieli, G., Wong, K. K., Raine, A. & Esposito, G. (*under review*)
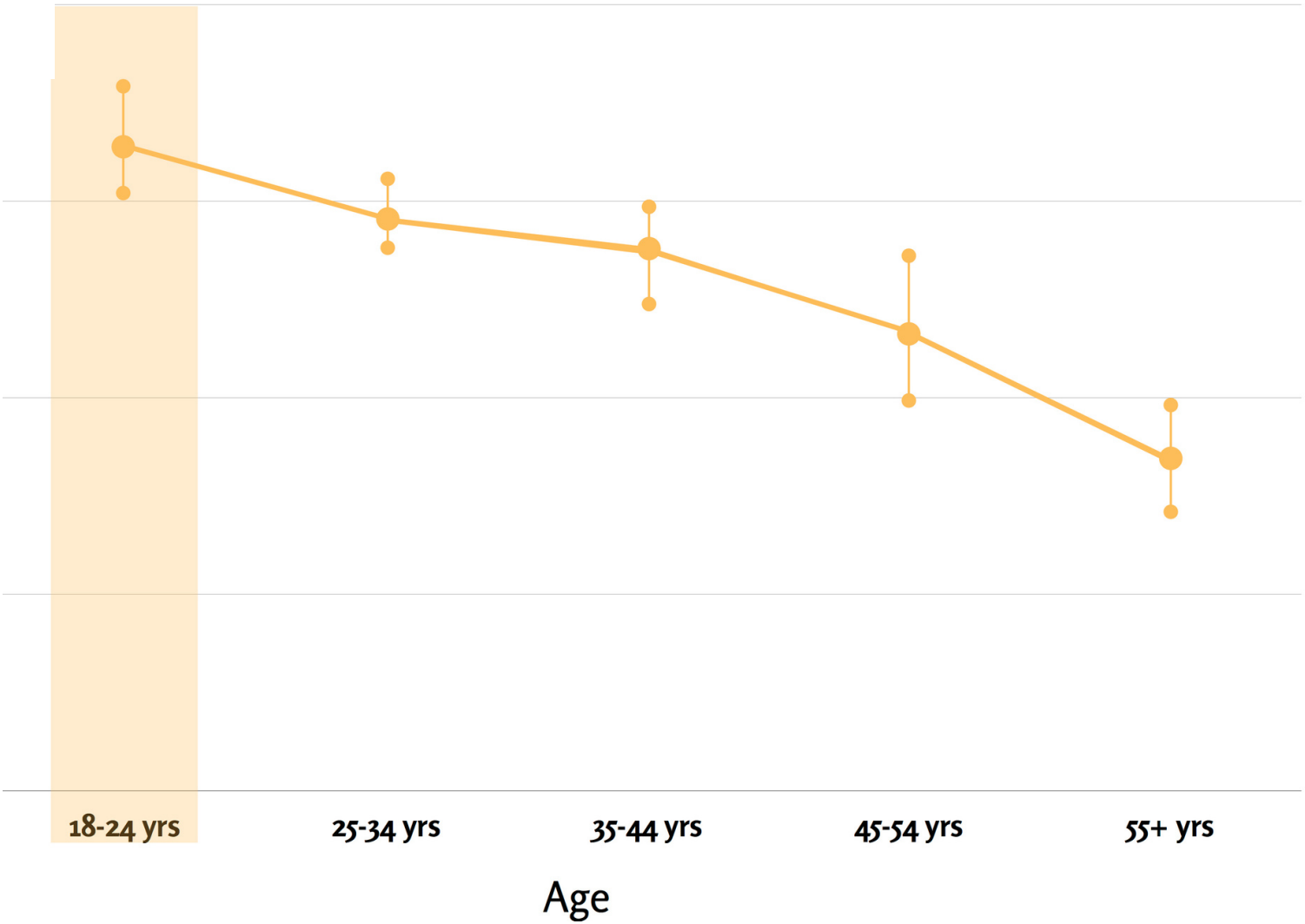
Teacher's mental health

- Teaching and other educational professionals (*n* = 319) vs general population (*n* = 1117).

No difference on levels of:

- Anxiety, depression, stress, sleep quality, aggression
- ✓ controlling for site, gender, age

A two-wave network analysis of COVID-19's impact on schizotypal traits and mental health
Keri Ka-Yee Wong[1], Yi Wang[2], Gianluca Esposito[3,4], & Adrian Raine[5]

[1]Department of Psychology & Human Development, University College London; [2]Department of Psychology, Chinese Academy of Sciences; [3]Department of Psychology & Cognitive Science, University of Trento; [4]Psychology Program, School of Social Sciences, Nanyang Technological University; [5]Departments of Criminology, Psychiatry & Psychology, University of Pennsylvania

Is this network structure same across:

1) Gender? **n.s.**
2) Age (<35 vs 35y+)? **n.s.**
3) Countries (UK vs Others)? **n.s.**
4) Lockdowns? **n.s.**

Wong, Wang, Esposito, & Raine (*in prep*)

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1) Gender? **n.s.**
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4) Lockdowns? **n.s.**

Changes from T1 → T2:

Stress*
Sleep ***
Schizotypal traits **
Aggression ***

Wong, Wang, Esposito, & Raine (*in prep*)
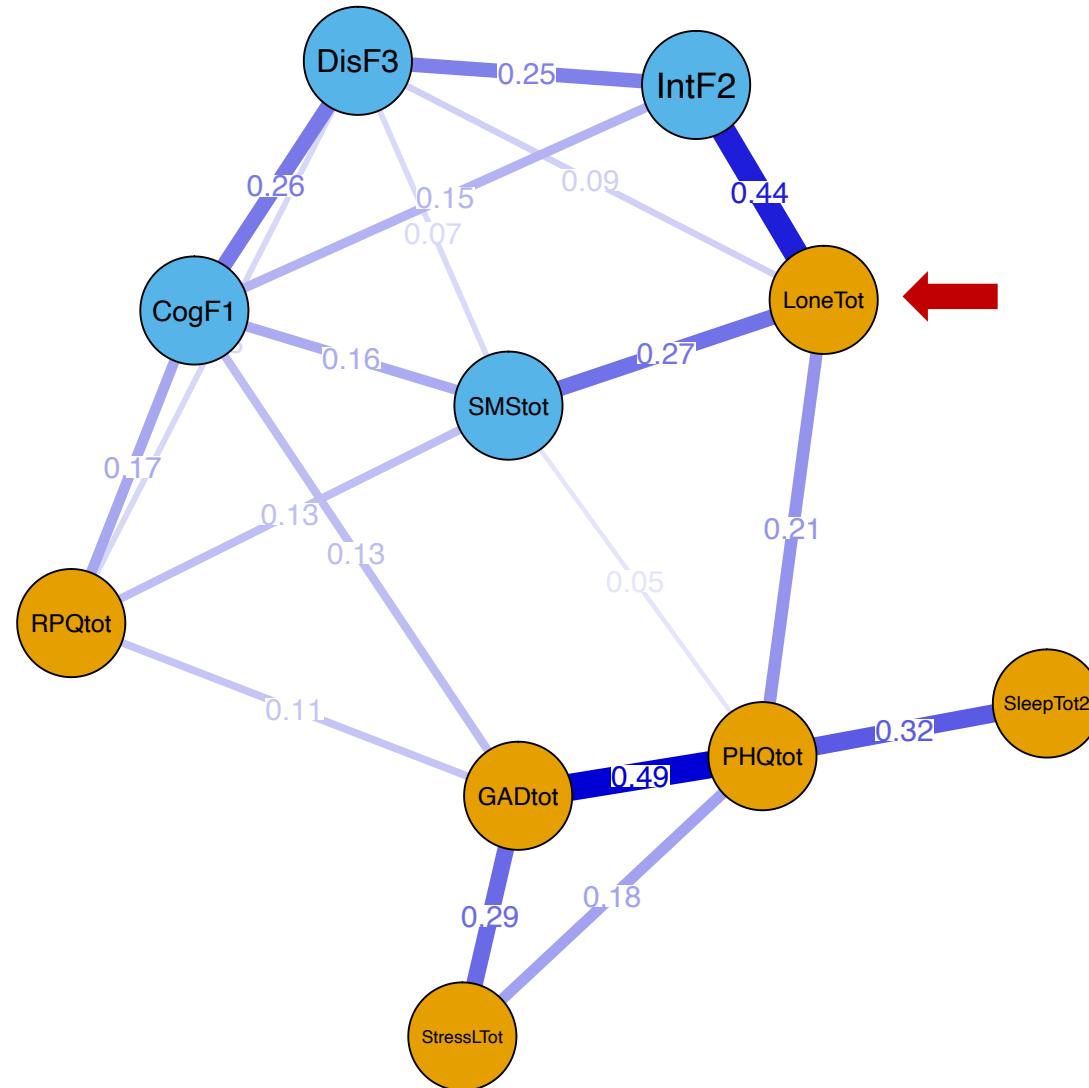
2) Short & longer-term stressors

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Source of stress (% endorsed, N_1 = 1,774, N_2 = 964, N_3 = 653)

Government COVID-19 guidelines
Other people not social distancing
The uncertainty surrounding COVID-19 (e.g., when it will end, how it...
Future plans
Mental health
Boredom and loneliness
Work
Social media & news on COVID-19 (e.g., Twitter, Facebook, Whatsapp)
Physical health
Finances
Catching or becoming seriously ill with COVID-19
Job security (e.g., losing your job / unemployment)
Friends or family living outside your household
Other people not wearing face masks and/or gloves
Marriage or romantic relationship

0   10   20   30   40   50   60

2) Short & longer-term stressors

Source of stress (% endorsed, N_1 = 1,774, N_2 = 964, N_3 = 653)

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Stressors at 12-month follow-up

More stressful

- **Mental Health**
- **Physical Health**
- **Work**
- **Marriage or romantic relationships**

Less stressful than before

- Government COVID guidelines
- The uncertainty surrounding COVID
- Social media and news coverage of COVID
- Catching of becoming seriously ill as a result of COVID
- Friends of family living outside your household
- Other people not wearing face masks

Same as wave 1 & 2

- **Other people not social distancing**
- **Future plans**
- **Boredom and loneliness**
- **Finances**
- **Job security** (e.g., losing your job, unemployment)

3) Loss & Recovery?

"How has the COVID pandemic affected you and your family?"

It has made me more anxious and reclusive to some extent. However, it's given me the opportunity to see my family more and grow closer to them, which is nice.

it hasn't really affected me

More stress and anxiety. There are way more anger explosions and it's harder to control our anger.

Extra stress during lockdown with less help from family and friends.

We have been spending much more time together which has been both good and bad as. Instead of having private time to ourselves we now spend all our time togther, leading to both good times and stressful times.

A lot. We can't hang out outside anymore, and us eating dinner out was how we hung out. We are all more angry.

less patient with each other

higher stress and tension in my family. I've become much more anxious.

More stress

Relationship between other family members has changed and there is a lot of stress when one family member goes out in fears of getting COVID.

as someone who is an extreme extrovert it was very hard sudden change in lifestyle

I have not been able to see my extended family for quite some time and added some anxiety

Stress due to being together all the time and being worried every time someone goes out.

Can you relate to these comments?

...they're from 14-18 year-olds (n = 16)

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We have been spending much more time together which has been both good and bad as. Instead of having private time to ourselves we now spend all our time togther, leading to both good times and stressful times.

It made my parents fight more to the point their admitting towards a divorce. And for me it just added more towards my anxiety and stress

less patient with each other

higher stress and tension in my family. I've become much more anxious.

have had a parent completely shut down mentally

More stress

Relationship between other family members has changed and there is a lot of stress when one family member goes out in fears of getting COVID.

A lot more stress especially as a junior trying to prepare for college.

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I have not been able to see my extended family for quite some time and added some anxiety

Stress due to being together all the time and being worried every time someone goes out.

3) Loss & Recovery?

"What support would you/your family need in the next 6 months to thrive and recover from the pandemic?"

N = 653

More patience and grace from others

more understanding from everyone

Acceptance and love from the people who I trust

definitely group therapy or group help to reacclimate everyone to the world again

A therapist or just someone i can get all of my thoughts out to make my mental health feel more relieved and ofc just patience from others if my mood is sour due to stress

Period of time in the day where one can get away from the computer and refresh

Releasing stress by doing an activity I love

I think emotional support is needed to thrive and recover from the pandemic as there should be time and patience given to others when they are not feeling emotionally stable.

Others to be more understanding and patient due to everybody being in the same situation

therapy has helped me so far but support from others around me to help rebuild our relationship to better than what they were before the pandemic

Time away from school and understanding

Maybe more space and time alone outside of my home

I have found ways to keep myself occupied such as through reading books and listening to music. Taking breaks every now and then and everyone trying to be more understanding of one another can be helpful

I feel like schools should provide an outlet for students to possibly vent to. I also believe there should be a lot more understanding with others.

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One rule for them, another for us?

- This study found changing rules at country level cause stress.
- Covid-19 safety guidelines for schools change frequently.
- These rules often differ from those outside of school.
- This has caused confusion amongst teachers, parents and pupils.

In school: **Outside of school:**

Are pupils all in the same boat?

Anecdotes from secondary school pupils suggest feelings about returning to school are mixed. Some found it '*exciting*', while others were '*fearful and stressed*.'

Pupils also had differing views about about the impact of the pandemic on their **families**, with many experiencing increased **anxiety**.

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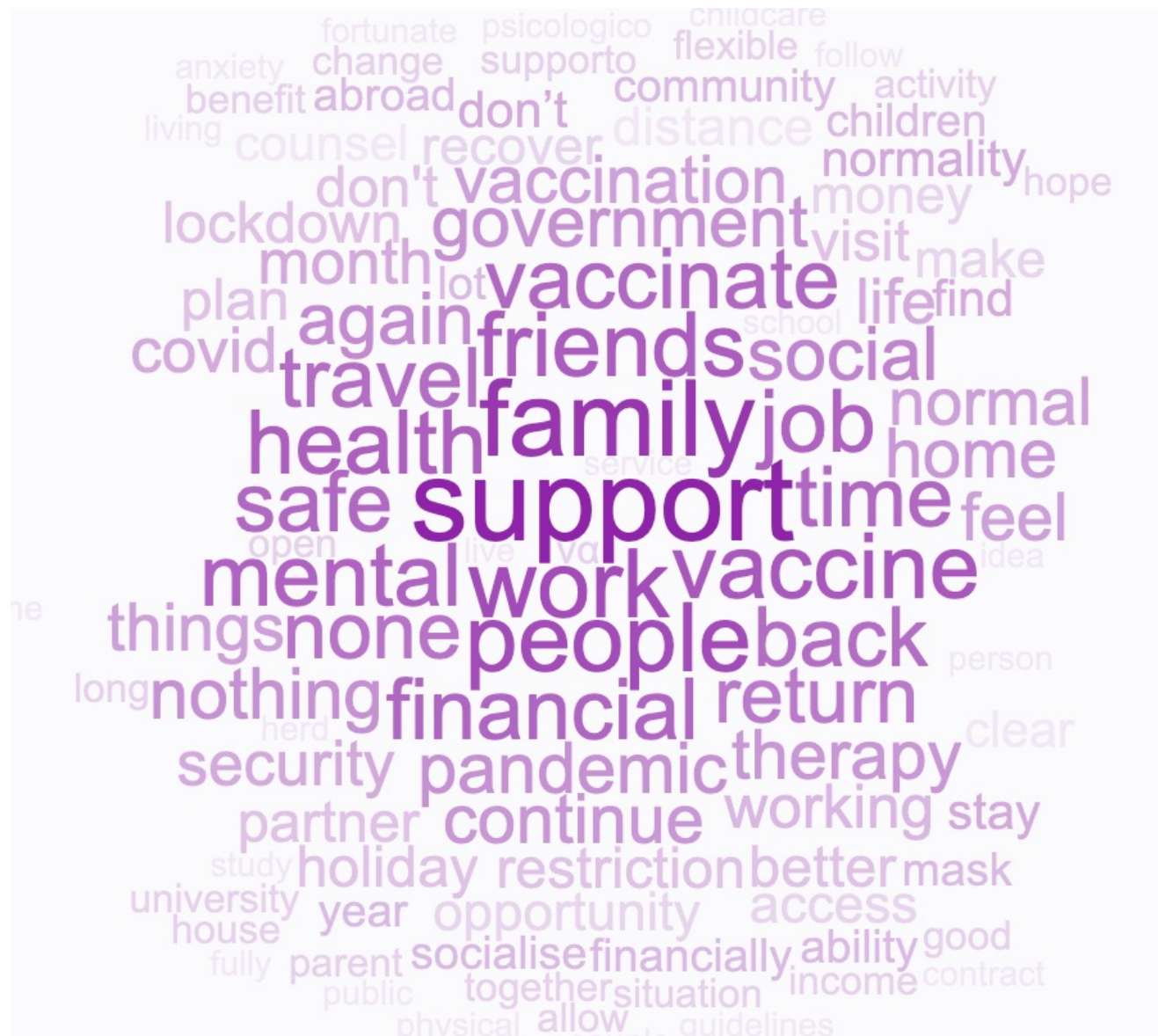
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Some sort of **funding to support people looking for jobs** and also any debt that has occurred because of the pandemic.

Financial security / renewal of job contracts - Ease of airline or Eurostar travel without quarantine restrictions.

Financial support - I've been unable to find a job and Universal Credit is nowhere near enough to live a very basic life.

Allowance of a **flexible work routine**. It feels like we have been working non-stop since March 2020.

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My parents are nervous about returning to normal life. **Encouragement and scientific evidence to make them feel safe** is needed.

Continuing with therapy and psychology and having my support workers - part of my care plan.

My son to continue having support and fun with young carers and to start **counselling**.

We are applying for Early Help. We have an appointment with CAMHS. **Time and space to continue doing these things. Not lots of catch-up work / lessons from school.**

Better evidence-based guidance from our government. More information about airborne transmission and how to reduce the risk of infection from covid-19. Being able to go to the dentist. Currently can't and won't watch government briefings on BBC, and have become more distrusting of BBC. In fact, I use to watch BBC breakfast news every morning and evening. I don't watch it anymore.

The biggest thing is really **responsible official messaging around how people can be safe while outside**. That's it. Officials are so worried about controlling people's behaviour that they're dealing recurring blows to our innate anti-fragility mechanisms (like going out -- fresh air, vit D, movement; the easy benefits here are numerous) throughout this past year.

Will **need the government's covid-19 guidelines to make sense**.

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If we have to go back to the office, then **reassurance that the ventilation system is safe**. Ability to choose days that I can work from home (and each week could be different)- more flexibility. Ability to create some **office space at home**.

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Being able to **grieve my grandad together.**

Proper vaccination, determination, optimism.

Acknowledging that a sudden going back to normal would be **traumatic**.

A more or less certain **timeline for the future** which relies on an **easing of lockdown that does not forfeit the effects we have benefitted so far**. Most worried about anxiety from people being too relaxed coming out of lockdown.

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3) Loss & Recovery

Do you know any friend(s)/family member(s) who have tested positive for COVID-19?
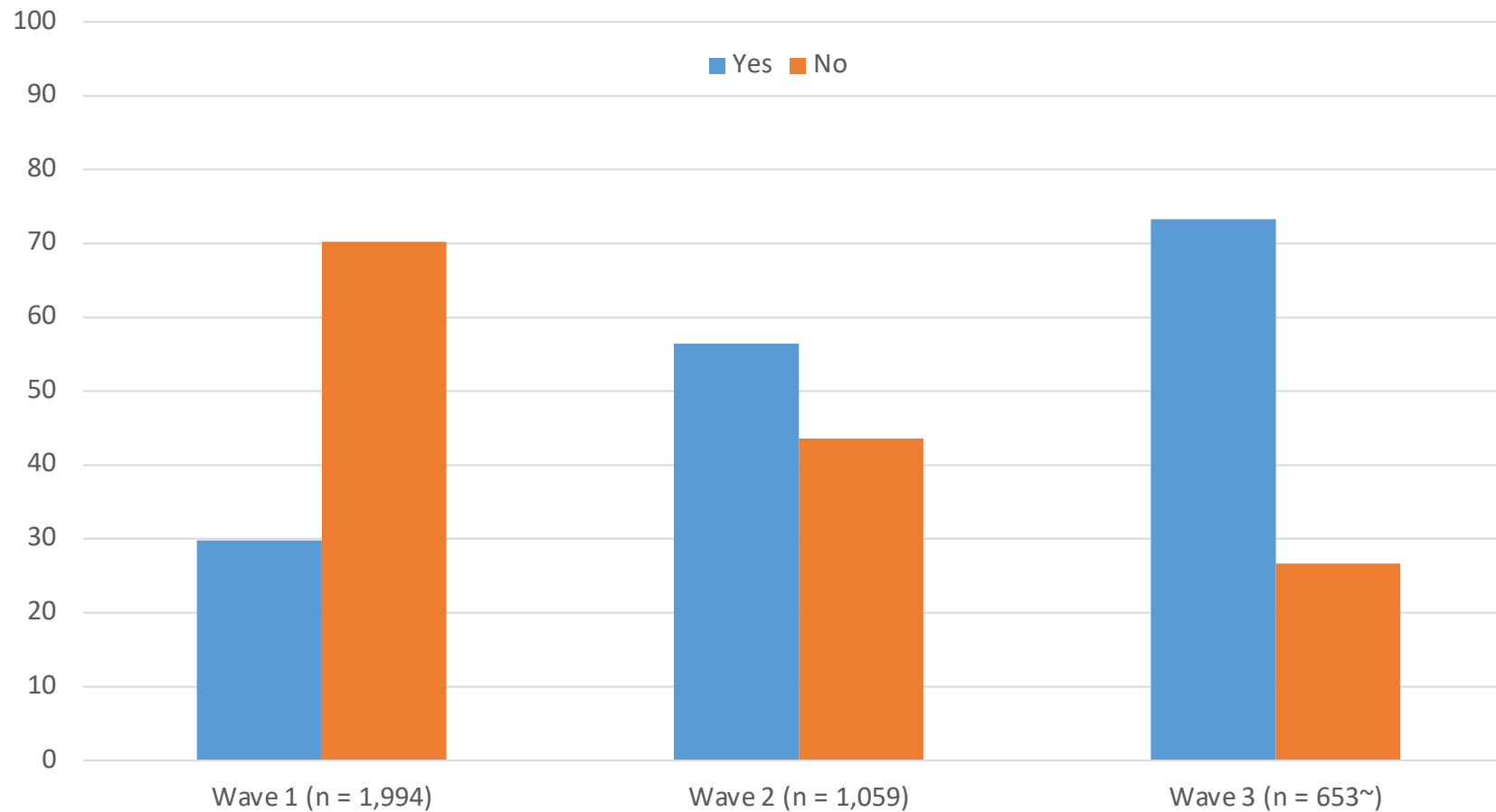
3) Loss & Recovery

Do you know anyone who has passed away?

Wave 2
$n_2 = 1,059$

N/A
77.2%

Family
4.2%

Acquaintance (1 to 10ppl)
14.9%

Friends (1-5ppl)
3.6%

Wave 3
$n_3 = 653$

N/A
58.7%

Acquaintance (1 to 10ppl)
26.3%

Friends (1-5ppl)
9.8%

Family
5.2%

How does Mental Health data inform Education?

Global initiatives

- **Worldwide, 250 million children were already out of school,** and now many more are unlikely to return → Many of the 1.6 billion children out of school during the pandemic may never return (World Economic Forum Dec 2020)

- Develop holistic social and fiscal policy by **harmonizing data across industries** (Marelize Gorgens, World Bank Feb 2021)

- Issues of poverty, safety, availability of trained female role models, sociocultural practices. What works? **Work closely with local leaders and offer teacher education of MH.**

Local initiatives

Evidence to UK Select Committee (Wong, Harrison, Van Herwegen, Oliver, Midouhas, Papachristou, 2021)

- **Regular assessments of MH in early development** (Wong et al., 2014)

- **Increase teacher training** and ensuring referral process is easy

- **Tailored school interventions** (e.g., whole-school approaches liken bullying interventions to change school culture)

CYP0038 - Children and young people's mental health

Witnesses ▸ Dr Keri Ka-Yee Wong (Assistant Professor at UCL London Institute of Education), Dr Amy Harrison (Associate Professor, Clinical Psychologist at UCL London Institute of Education), Dr Jo Van Herwegen (Associate Professor at UCL London Institute of Education), Dr Bonamy Oliver (Associate Professor at UCL London Institute of Education), Dr Emily Midouhas (Associate Professor at UCL London Institute of Education), and Dr Steven Papachristou (Assistant Professor at UCL London Institute of Education)

Committees ▸ Health and Social Care Committee

Published 13 April 2021

Summary

✓ **Mixed covid findings**

- Thus, important to collect time-sensitive data to inform policies now and in the longer-term.

✓ **Tackle current issues but have a long-term plan**

- e.g., reducing **loneliness** locally and globally (Noreena Hertz), **stress**, **trauma**, and improving **sleep**.

✓ **Reflect now to inform fairer recovery**

- what is working rather than thinking we'll get back to 'normal'

Education

Resilience

Mental Health

UCL-Penn Global Covid Study

➢ **2 June** | Lockdown impacts on Mental Health: Greece & UK

➢ **16 June** | How Do We Trust (Again)? Paranoia & Mental Health

➢ **30 June** | Family Life: Stress, Relationship Conflict & Child Adjustment

➢ **14 July** | Doctoral Students' Educational Stress & Mental Health

➢ **28 July** | Let's Talk! What do you need to recover from the pandemic?

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The UCL-Penn Global COVID Study presents

Lessons from COVID-19: Reflections, Resilience and Recovery

How has COVID impacted our health? When can things get back to normal? How have we been coping? If you've ever thought about these questions, this webinar is for you!

2 JUNE – 28 JULY 2021 | 5–6:30PM GMT

The UCL-Penn Global COVID Study launched in April 2020 is a 12-month longitudinal study of the impact of COVID-19 on social trust, mental health, and physical health. In collaboration with 6 institutions from Italy, Singapore, USA, China, and the UK we invite you to join us in conversation with our team and experts for our free virtual summer webinar series.

Webinar Speakers

Dr. Keri Wong (PI)
Assistant Professor of Psychology, University College London

Dr. Gianluca Esposito
Associate Professor, University of Trento Italy & Nanyang Technological University Singapore

Dr. Jill Portnoy
Assistant Professor, School of Criminology and Justice Studies, University of Massachusetts Lowell

Mr. Giulio Gabrieli
PhD Student, Nanyang Technological University Singapore

Mr. Alessandro Carollo
Research Assistant, University of Trento Italy

Dr. Wang Yi
Associate Professor, Institute of Psychology, Chinese Academy of Sciences

Dr. Andrea Bizzego
Post-Doc, University of Trento Italy

Mr. Vassilis Sideropoulos
Research Technician, University College London

Ms Jana Brinkert
Doctoral Candidate at University College London

Ms Dora Kokosi
PhD student at University College London

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You're invited!

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Extras

Participant characteristics	%
Age (18-89 years)	≤34y 54.5%
Ethnicity	White (35.8%) Other white (28.6%) Chinese (11.2%)
Education	Masters (38.5%) Bachelors (26.8%) Highschool (11.6) PhDs (11.3%)
Income	< 40K (50%), rest are 40K to 150K+

33% Single   33% Married   17% Cohabiting

Single   Married   In a civil partnership   Cohabiting   Separated   Divorced

Widowed   Relationship

2) Short & longer-term stressors

Source of stress (% endorsed, N_1 = 1,774, N_2 = 964, N_3 = 653)

Source of stress	%
Government COVID-19 guidelines	32.3%
Other people not social distancing	58.2%
The uncertainty surrounding COVID-19 (e.g., when it will end, how it…	50.7%
Future plans	51.8%
Mental health	44.1%
Boredom and loneliness	32.6%
Work	40.4%
Social media & news on COVID-19 (e.g., Twitter, Facebook, Whatsapp)	16.1%
Physical health	37.1%
Finances	27.3%
Catching or becoming seriously ill with COVID-19	19.3%
Job security (e.g., losing your job / unemployment)	19.4%
Friends or family living outside your household	15.9%
Other people not wearing face masks and/or gloves	45.3%
Marriage or romantic relationship	20.1%