

ABSTRACT SUBMISSION FORM

LET'S TALK ABOUT

SEX + GENDER

Exploring the role of sex and gender on health research



CHR D 2020: Abstract Submission Form

Submitter Name

Kathryn Rollins

Email

kathrynrollins@outlook.com

Title

Routines as a Protective Factor for Emerging Mental Health & Behavioral Problems in Children with Developmental Delays

Background

Children with developmental delays show significantly higher levels of externalizing behavioral problems, resulting in more negative parent-child interactions.

Objective

This study aims to determine if family routine frequency is associated with parent-reported child behavioral problems, and if said association is moderated by child cognitive function.

Methods

Families participated in assessments that included the Weschler Primary Scale of Intelligence-IV, Child Behavior Checklist, and Parent Daily Report. Child participants were 8 to 72 months old ($M = 48.00$, $SD = 10.652$) and predominantly male (69.3%).

Results

Child sex was negatively correlated with change in parent stress, with parents of girls reporting greater decreases in stress over time [$r(128) = -.222$, $p = .011$]. Frequency of family routines was analyzed as a potential moderator of two relationships of interest; 1) child verbal and nonverbal intelligence and child problem behaviors and 2) child verbal and nonverbal intelligence and longitudinally measured parent-reported stress. Frequency of family routines at baseline ($= -.375$, $SE = .112$, $p = .001$) was associated with lower externalizing child behaviors. The moderating effects of frequency of family routines on the link between children's nonverbal language skills and parental stress demonstrated higher frequency of family routines was associated with less parental stress for children with average nonverbal skills ($= -.211$, $SE = .119$, $p = .078$) and higher nonverbal skills (i.e., 1SD above mean; $= -.436$, $SE = .177$, $p = .015$) but not for children with lower non-verbal skills.

Conclusion

Findings demonstrate that routines assist in mediating parental stress, but the use of routines may be less relevant for children with lower verbal skills. Additionally, the importance of routines for mental health and behavioral problems in children was significant for children with average or higher nonverbal skills, suggesting that nonverbal skills are protective for child behavioral problems and mental health.

Theme:

Clinical

Do you have a table/figure to upload?

No

Are you willing to participate in Goodbear's Den?

Yes

Presenter Status:

Masters Student

What was your role in the project?

Design

Authors

Name	Email	Role	Profession
Shaelyn Stienwandt	stienwas@myumanitoba.ca	Co Author	Graduate Student
Leslie E. Roos	Leslie.Roos@umanitoba.ca	Co Author	Assistant Professor