# JCSH News and Resource Bundle February 28 2022

Hello everyone

Here is the News and Resource bundle for this week.

Cheers

Susan

News Articles:
1. 3083. Young people’s fear of missing out may be fuelling feelings of social disconnection during COVID-19

Research from [University of British Columbia](https://onlinelibrary.wiley.com/doi/10.1111/jora.12658) and [others](https://link.springer.com/article/10.1007/s10964-020-01332-9) has found that social networking both augments connections and exacerbates adolescents’ fears – often named ‘fear of missing out’ or FoMO. Research on FoMO as a “phenomenon observed on social networking sites,” includes two processes of a “[perception of missing out, followed up with a compulsive behaviour to maintain these social connections](https://dx.doi.org/10.12998/wjcc.v9.i19.4881).” The [author/researcher](https://theconversation.com/profiles/natasha-parent-1067991) suggests that an important question, in addition to the amount of time teens are spending on social media, is this: “What are you doing online and how is it making you feel?”

[Young people's fear of missing out may be fuelling feelings of social disconnection during COVID-19 (theconversation.com)](https://theconversation.com/young-peoples-fear-of-missing-out-may-be-fuelling-feelings-of-social-disconnection-during-covid-19-169126?utm_medium=email&utm_campaign=Latest%20from%20The%20Conversation%20for%20December%203%202021&utm_content=Latest%20from%20The%20Conversation%20for%20December%203%202021+CID_59cd772500c82a459b1c0772dfd911d3&utm_source=campaign_monitor_ca&utm_term=Young%20peoples%20fear%20of%20missing%20out%20may%20be%20fuelling%20feelings%20of%20social%20disconnection%20during%20COVID-19)

2. 3085. Why education researchers want to focus on academic growth instead of just achievement

The Missouri Education Center at St. Louis University is conducting research into those schools making [a broader push](https://www.slu.edu/education/news/2021/prime-mo-student-growth-report-oct-2021.php) to focus on student progress, rather than the traditional achievement scores. “Growth is such an important metric that I don't think we talk about enough here in Missouri with our schools,” said Evan Rhinesmith, the center’s executive director. Growth can lead to improvements in achievement scores, but focusing only on achievement is problematic because it is tied to students’ socioeconomic status, he noted. The superintendent of one of the studied districts agrees that monitoring student growth is much more important than a single checklist of achievement scores: “I think [the latter] allows us to look at amazing students through a deficit lens, and I don't think that is a fair representation of the significant work that students are doing under some pretty dire circumstances, or the work that the adults and teachers are doing.”

[New report highlights academic growth in St. Louis schools | STLPR (stlpublicradio.org)](https://news.stlpublicradio.org/education/2021-12-06/why-education-researchers-want-to-focus-on-academic-growth-instead-of-just-achievement)

3. 3068. Teen Social Media Posts About Cutting, Other Self-Harm Are Soaring

There are many reasons why some teens are posting images of their own self-harm attempts on social media, says a new study from the University of Georgia. These may range from discussing different forms of self-injury to a cry for help, said the study’s lead author Amanda Giordano. “It appears that the individuals using self-harm-related hashtags are associating it with suicidal thoughts as well as feelings of depression," she said. "To me, this emphasizes the need to discuss mental health with youth and ensure they have the support they need." Dr. Robert Glatter, an emergency medicine physician at Lenox Hill Hospital in New York City who reviewed the findings, noted that "the reason behind such an increase is complex," and self-harm behaviours such as cutting "can be a cry for help, and serve as a way to alert parents, friends and teachers of ongoing emotional pain and suffering."

[Teen Social Media Posts About Cutting, Other Self-Harm Are Soaring - Consumer Health News | HealthDay](https://consumer.healthday.com/11-15-teen-social-media-posts-about-cutting-other-self-harm-are-soaring-2655537447.html)

4. 3114. Could our schools be more engaging and fun for our kids? These Australian schools think so

More Australian schools are breaking away from traditional teaching methods in a bid to make education more engaging. A teacher in Brisbane began to work on a new way to engage students when she “reached the stage of feeling like the way I had to teach was harming, rather than helping the students. We had assessment most weeks, had to rush through the curriculum and didn't have time to authentically differentiate or involve my students in deeper learning." One of the founding teachers of another independent school said "There are fabulous teachers trying to make their classrooms more relevant and engaging and schools adopting programs to enhance skills and more real-life experiences but there are still many, many classrooms that have a teacher at the front of the room, kids sitting in rows being asked to regurgitate information without thinking, analysing, critically or creatively problem solving to come up with solutions."

[Could our education system be more engaging and fun for our kids? These schools think so and are giving it a crack - ABC News](https://www.abc.net.au/news/2022-01-17/queensland-schools-education-engaging-kids-bespoke/100573608)

Resources: Resource 1: Canadian children and youth’s movement and play during the pandemic

The Canadian Institutes of Health Research (CIHR) Institute of Human Development Child and Youth Health (IHDCYH) has released winners and those awarded special mention in the [2021 IHDCYH Talks competition](https://www.youtube.com/playlist?list=PLxWz0fEGuv6pZXhWVs9lmGLW1Lfbux56b). These informative and engaging videos cover a range of topics in child and youth health research in Canada. Each one delivers an evidence-based message designed to have an impact on the health of children, youth, and families.

Noted in the Special Commendation section is the attached video. From Sarah Moore, Healthy Populations Institute, Dalhousie University

[Canadian children and youth’s movement and play during the pandemic](https://www.youtube.com/watch?v=DrWpUM2-S04&list=PLxWz0fEGuv6pZXhWVs9lmGLW1Lfbux56b&index=3)
Sarah Moore, Healthy Populations Institute; Dalhousie University

Resource 2. 3127. (Resource) Research: Child and teen sleep and pandemic era school

(From the Introduction) For most children and adolescents in the United States, routines of daily living have been upended by the COVID-19 pandemic. Many daily activities, including sleep-wake cycles, have been impacted as restrictions altered daily schedules, schooling, and extracurricular activities. Schools largely shifted to virtual learning platforms almost overnight. These immense changes have had the potential for both positive and negative impacts on sleep patterns in children and adolescents. Because the 2020– 2021 school year began during the pandemic,1 the context, locations, and timing of schooling have been worked out community by community across the country, and certainly not without debate and soul-searching by stakeholders. As sleep professionals, we examine the need to prioritize what science has shown regarding sleep in children and adolescents in the face of new educational schedules, which often involve distance learning or a “hybrid” combination of in-person and virtual classes.

This article is available through Open Access

[Child and teen sleep and pandemic-era school (aasm.org)](https://jcsm.aasm.org/doi/pdf/10.5664/jcsm.9122)