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DEPARTMENT OF HEALTH AND HUMAN DEVELOPMENT

EFFECTS OF RACE, POVERTY, AND STUDENT-TEACHER RELATIONSHIPS ON
CALIFORNIAN ADOLESCENTS RECEIVING PSYCHOLOGICAL HELP

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ABSTRACT

Objective: Student-teacher relationships are an important factor in student success inside the classroom, as well as outside the classroom. Many adolescents today are facing mental health disorders, some of which are caused by social factors in the school setting. This study examines whether or not the quality of a student-teacher relationship plays a role in said student's likelihood of receiving psychological or emotional help. **Methods:** Participants were drawn from adolescents who completed the California Health Interview Survey in 2012, which aimed to determine the health status of California residents, and included 268 students who identified themselves as having feelings of distress in the past 12 months. **Results:** Multiple regression analysis conducted on this sample found that there was no significant association between the quality of a student-teacher relationship and a student receiving psychological or emotional help within the past 12 months, in males or females. However, both race and poverty affected student reports of their relationship with teachers, and their likelihood of receiving psychological help. Students who identified as Latino and those within the lowest socioeconomic strata reported lower quality relationships with their teachers, as well as lower rates of receiving psychological help. **Discussion:** Latino students, and students from households making below the federal poverty line were least likely to be engaged with teachers or receive psychological services. Future research should look further into poverty and race, and examine why these students are least likely to receive help in order to best protect and assist in students' mental health issues.

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Chapter 1: Introduction

Adolescents spend about eight hours at school on a typical day. That is eight hours around their peers and other adult faculty who are not part of their family. The relationships that adolescents form during these eight hours over more than one hundred days every school year can greatly affect their development. Depending on whether these relationships are positive or negative, an adolescent's development can be helped or hindered by these interactions, specifically when it comes to mental health. For youth who are especially vulnerable to emotional or mental health problems, having warm and supportive adults at school can encourage the youth to seek additional services outside of school. This study aims to look at correlations between student-teacher relationships and adolescent receiving professional help for mental illness.

Student-Teacher Relationships

There have been numerous studies (Gardner & Steinburg, 2005; Ryan, 2001) looking at how peers can affect adolescent development. However, teachers and other adults in a school setting can also play a role in adolescent development, peer relationships, and mental health.

School Engagement and Achievement. It is a fairly well-known that students who have better relationships with their teachers, tend to be more successful academically (Roorda, Jak, Zee, Oort, & Koomen, 2017). Baker (1999) found that students who have a more positive outlook on school tend to have better relationships with their teachers. Students with positive student-teacher relationships also have better school attendance, and lower levels of disruptive behaviors, suspensions, and dropout, and better psychosocial development (Baker, 1999; Quin, 2017). Being immersed in an environment where students feel supported by adults helps them achieve academically (Baker, 1999), as well as increase their psychological engagement in

school (Quin, 2017). In contrast, students who express more negative attitudes towards school tend to have little to no relationship with their teachers (Baker, 1999).

Students who are at-risk for negative externalizing behaviors are less likely to connect with their teachers; however, this relationship still has significant value and should be fostered by teachers (Baker, 1999). These students are already at a higher risk of not succeeding academically or socially, so by forming a strong student-teacher bond, these students can start to build their academic and prosocial skills (Baker, 1999). Having a positive relationship can also lead to benefits in other areas of the adolescent's life. For example, teachers can help educate at-risk adolescents on mental health and resources available to them (Baker, 1999).

Related to Bullying Outcomes. Bullying is an issue in all schools across the country. It affects children and adolescents for the rest of their lives, causing negative psychological outcomes. Huang, Lewis, Cohen, Prewetts, and Herman (2018) found that by having a positive relationship with an adult at school, adolescents who have been the victims of bullying have fewer negative psychological outcomes. For both bullies and victims, the researchers found that positive student-teacher relationships functioned as a protective factor against depressive symptoms. In addition to this, student-teacher relationships helped foster the growth of emotional regulation, behavioral engagement, and concentration (Huang et al., 2018). The researchers found it is very important that students with psychosocial risk factors have positive relationships with their teachers. Given the many positive outcomes of having this type of relationship, it is important for teachers to make an extra effort to support students at risk (Huang et al., 2018).

Related to Help-Seeking. Adults at school can also help connect youths to additional services in and outside of school if needed. Amemiya and Wang (2017) studied the motivational process behind help-seeking within a school setting. They found that students may not seek help

academically due to the worry that seeking help will make them seem as if they do not have a strong academic ability. Moreover, the researcher report that students may think that requesting help is not worth their time, which is explained by the Expectancy-Value Theory. Expectancy-Value Theory suggests that people only engage in activities based on how they believe they will perform, as well as how important they find the activity is to them (Atkinson, 1957). Amemiya and Wang (2017) found that when students seek help from teachers, their academic self-concept increases, giving them increased motivation for future help seeking. However, as adolescents get older, they tend to seek help from peers rather than from teachers (Amemiya & Wang, 2017). Although adolescents rely more on their peers as they get older, the relationships they have with their teachers are still very important, as teachers have more knowledge on services available to help students. Fostering a positive relationship with teachers from the start of schooling could help set a student on track to be more successful throughout the rest of their school career.

Mental Health

Positive relationships with adults at school may be especially important during adolescence, given the high prevalence rates of mental disorders in this age group. Merikangas and colleagues (2010) found that 58 percent of adolescents in 2010 were affected by at least one mental health disorder (e.g., mood disorders, anxiety, Attention Deficit/Hyperactivity Disorder, Conduct Disorder or Oppositional Defiant Disorder, substance use). In particular, mood disorders, anxiety disorders, substance abuse, and psychotic disorders have the highest prevalence among this age group, making them key disorders to be aware of, especially for parents and other adults who are with these youth on a daily basis (de Girolamo, Dagani, Purcell, Cocchi, & McGorry, 2012). Since adolescents spend about eight hours a day within a school

environment, teachers have a unique opportunity to detect emotional problems early on and refer youth to available services.

School personnel, specifically teachers, spend a lot of time with youth. The school environment and the perceptions adolescents have about school can play a big factor in the onset of mental illness (Shochet, Dadds, Ham, & Montague, 2006). Shochet and colleagues (2006) found that students who felt more connected at school tended to have fewer mental health issues, and students who felt less connected had a higher prevalence of mental illness, specifically depressive symptoms. Since school connectedness plays a role in mental health, it is important that the perceptions adolescents have of their school environment stay positive. A student's perception of the relationship they have with their teacher would affect the how they perceive school overall.

Help-Seeking. As adolescents start to recognize that they are suffering from a mental illness, it is imperative that they are able to seek the proper help in order to get their illness under control so that it does not negatively affect their everyday lives. However, there are many barriers that youth face when it comes to seeking help for mental health disorders. Gulliver, Griffiths, and Christensen (2010) found three leading barriers in youth mental health help-seeking: stigma and embarrassment, self-reliance, and problems recognizing symptoms.

Although these barriers pose as a problem in adolescents seeking help for their mental health disorder(s), positive social support and encouragement from others help adolescents fight past these barriers in order to seek the help they need (Gulliver, Griffiths, & Christensen, 2010). Rickwood, Deane, Wilson, and Ciarrochi (2005) found that adolescents are more willing to seek help if they can trust professional sources of help, leading to less embarrassment. When adolescent feel that they have a close bond with potential health providers, they are more willing

to seek the help they need (Rickwood, Deane, & Wilson, 2007). Many the health providers can be found in the school setting, including school counselors, general practitioners, and youth workers (i.e., teachers), which is why it is important for adults at school to foster positive relationships with the youth they work with (Rickwood et al., 2007). It is imperative that adolescents seek help for their psychological problems so that they do not get worse. This is why it is important for adults in these youths' lives to foster positive, trusting relationships with them.

Gender Differences in Mental Health

There are many differences between genders when it comes to mental health problems. However, it has been noted that males and females both are reluctant to seek help for mental health concerns (Rickwood et al., 2005). When focusing on the differences between boys and girls on the effects of school connectedness, boys tend to have higher general functioning problems when they feel less connected to school, whereas girls have higher anxiety symptoms (Shochet et al., 2006). Merikangas and colleagues (2010) found that males tended to score higher on behaviors disorders and substance abuse, whereas females scored higher on mood, anxiety, and eating disorders. Since males and females have differences in the types of mental health disorders, it is important that adults understand this and stay alert for differences in symptoms between genders. It is possible that males and females also differ in the extent to which student-teacher relationship affects their help-seeking. This, in return may cause a difference in the prevalence of receiving mental health services.

Current Study

The current study will examine whether or not the quality of the relationship students and teachers is associated with students receiving mental health help. As noted in the research discussed, there are many factors that can contribute to the mental health of adolescents, as well

as how they handle their illness. A positive student-teacher relationship can have beneficial impact on students, and adolescents may be more likely to seek help for mental illness when a trusted adult at school makes an informed recommendation. Thus, I hypothesize a positive correlation between a positive student-teacher relationship and the adolescent receiving help for mental illness. We also plan to explore gender differences in this correlation.

Chapter 2: Methods

Participants

Participants are from the 2012 California Health Interview Survey (CHIS 2012), a biannual survey focusing on the health of Californians. In total, 1464 adolescents (ages 12-17) participated in the CHIS 2012 survey. There were 533 white, 150 Asian, 490 Latino, and 291 other single or multiple race students. Of these, we selected a subset of 268 individuals who identified themselves as needing help for emotional problems by answering yes to the following question: “Have you needed help for emotional problems within the past 12 months?” The analytic sample consisted of 92 males (34.3%) and 176 females (65.7%), ages 12 to 17 ($M=14.75$, $SD=1.59$). Table 1 describes the demographics of this sample subset. Within our sample, 104 were White (38.8%), 19 participants were Asian (7.1%), 83 identified as Latino (30.97%), and 62 identified as other single or multiple race (23.1%). Most of the participants had insurance (91%), but about 7.5% were uninsured, and 1.5% said they were uninsured at some point within the past 12 months. Parents reported on household income, and our sample was economically diverse: 61 participants (23.1%) were between 0 and 99% of the Federal Poverty Line (FPL), which was \$23,283 in 2012. Sixty-six participants (25.0%) were between 100-199%

of the FPL, 31 participants (11.6%) were between 200-299% of the FPL, and 108 (40.3%) were either at 300% or above the FPL. See Table 1.

Procedures

CHIS 2011-2012 data was collected between 2011 and 2013, through random-digit dial telephone survey of households. Prior to the interviews, a letter was sent to the landline sampled telephones, to addresses obtained from revers directory services. In each sample household, one randomly selected adult was interviewed, as well as one randomly selected adolescent, if present. Interviews were conducted in five different languages (i.e., English, Spanish, Chinese, Vietnamese, and Korean) in order to reach a wider population of people, using a computer-assisted telephone interviewing (CATI) system (CHIS, 2012). On average, the time that adolescents spent in interview was 21.5 minutes. The screener completion rate for adolescent interviews was 42.7% over those screened on landline phones and 42.5% over those screened on cell phones. Interviews with adolescents were conducted after parent permission and adolescent assent were given. CHIS completed approved protocols from the University of California, Los Angeles Institutional Review Board and the California Committee for the Protection of Human Subjects.

Measures

Psychological or Emotional Counseling. Participants were asked whether or not they had received psychological or emotional counseling in the past 12 months, using a single item: “Have you received psychological/emotional counseling within the past 12 months?” Response options were yes (0) or no (1).

Student-Teacher Relationship. Adolescents were asked about the relationships they had with adults at school using 6 items, with response options ranging from 1 = not at all true, to 4 =

very much true. Items included (1) adult(s) care about me at school, (2) adult(s) notice when absent at school, (3) adult(s) listen to me at school, (4) adult(s) praise good work at school, (5) adult(s) want me to do my best at school, and (6) adult(s) notice my bad mood at school. We averaged the scores together to make one variable that represented student-teacher relationship quality throughout the data analysis process. Scores were averaged, such that higher scores represented higher quality student-teacher relationships. This scale demonstrated good internal reliability, Cronbach's $\alpha = 0.81$.

Demographic variables. We tested whether our psychological or emotional counseling and student-teacher relationship variables were associated with each of the following demographic variables: gender, race, and poverty level.

Data Analysis Plan

We first described the demographics of the sample, and reported the mean of the student-teacher relationship quality and rates of receiving help. See Table 1. Next, we examined bivariate associations between each demographic variable and student-teacher relationship, as well as whether the individual received psychological help within the past year. We used independent samples t-tests to examine the associations between student-teacher relationship and gender, and age and receiving help in the past 12-months. We conducted a Pearson correlation test to examine the association between the student-teacher relationship and age, one-way ANOVA to test the associations between the student-teacher relationship and race and poverty, and a chi-square test to examine the association between receiving psychological help, and gender, race and poverty.

To test the hypothesis that higher quality student-teacher relationships are associated with adolescents receiving psychological help, we conducted logistic regressions with failure to

receive psychological help within the past 12 months as the outcome variable and student-teacher relationship as the predictor variable. The outcome was coded such that 1 = not received help, and 0 = received help. Gender was tested as a moderator by including gender, student-teacher relationship, and gender by student-teacher relationship interaction term in the logistic regression. We conducted three additional regression analyses with student-teacher relationship and race, student teacher relationship and poverty, and student-teacher relationship, race and poverty as predictors of failing to receive psychological help. In the logistic regression models, the reference group designated for gender was female, for race, white, and for poverty, the 300% and above FPL group. SPSS Version 25 was used to conduct all data analyses.

Chapter 3: Results

Of the 268 adolescents who endorsed past 12-month emotional problems, 87 (32.5%) responded yes to receiving psychological or emotional counseling within the past 12 months. We tested the links between quality of relationship with teachers and each of the four demographic variables: gender, age, race and poverty, as shown in Table 2. There was a significant association between student-teacher relationship quality and poverty level ($p = 0.001$). Students below the Federal Poverty Line had lower quality student-teacher relationships ($M = 2.96$, $SD = 0.67$), in comparison to students in the highest income bracket ($M = 3.35$, $SD = 0.56$). There were no significant bivariate associations between student-teacher relationship, gender, age, and race.

Next, we tested the links between receiving help and each of the four demographic variables. The likelihood of receiving help differed by race ($p = 0.001$). In comparison to white adolescents, Latino and other race students were least likely to receive help. Out of 83 Latino students, 17 (20.5%) reported receiving help, whereas 48 out of 104 white students (46.2%)

reported so. Out of 19 Asian students, 4 (21.1%) reported receiving help, and out of 62 students that identified as other single or multiple races, 18 (29.0%) received help. The likelihood of receiving help also differed by poverty level ($p = 0.050$). Of the 62 adolescents in the lowest poverty bracket, only 12 (19.4%) reported receiving help, making this group the least likely to receive help compared to 39 (36.1%) youth out of 108 receiving help in the highest poverty bracket. Out of the 67 students in the 100-199% FPL group, 22 (32.8%) reported receiving help, and of the 31 students in the 200-299% FPL group, only 14 (45.2%) reported receiving help. Likelihood of receiving help did not differ by gender or age (Table 2).

Contrary to our hypothesis, student-teacher relationship quality was not significantly associated with receiving psychological or emotional help within the past 12 months. Although not significant, the higher the quality of the student-teacher relationship, the less likely a student would be to not receive psychological help. See Table 3. Given the significant associations between race, poverty and the outcome variable, we additionally conducted a regression model with student-teacher relationship quality, race, and poverty as predictor variables, as shown in Table 4. We found that race was a significant predictor of not receiving help, over and above student-teacher relationship quality and poverty. Latinos were the least likely to receive help.

Chapter 4: Discussion

The current study aimed to investigate the association between the quality of the student-teacher relationship and rates of help received by youths who reported having emotional problems within the past year. Out of the 268 adolescents who reported having emotional problems, only about one third of them received any type of emotional or psychological help. Contrary to our hypothesis, we did not find an association between the quality of the student-teacher relationship and whether they received help in the past 12 months, in males or females.

We also evaluated the impact poverty and ethnicity played in the student-teacher relationship, as well as the role it played in the rates of distressed adolescents receiving psychological help. We found that both quality of the student teacher relationship and rates of receiving help differed by race and by poverty level. More work can be done in schools to help connect these particularly vulnerable youths to services.

Our main hypothesis was not supported. Data reported that the quality of the student-teacher relationship was not significantly associated with whether or not a distressed student received psychological help within the past 12 months. Although not statistically significant, we found that the students that had higher quality student-teacher relationships had higher rates of receiving help compared to those that had lower quality student-teacher relationships. In the past, studies have seen that a good portion of adolescents that have been referred for psychological help do not actually receive help (Zwaanswijk, Van Der Ende, Verhaak, Bensing, & Verhulst, 2003). However, Rickwood, Deane, and Wilson (2007) found that adolescents are more inclined to seek mental health services if they have established positive relationships with individuals who are able to assist them in receiving help. Even though positive relationships with teachers can help the adolescent want to seek the help they need, there are other variables (i.e., cultural beliefs, parental consent, etc.) that can prevent the adolescent from seeking help, which could be part of the reason we saw no significant associations in our study.

However, we found multiple demographics differences in the quality of the student-teacher relationship and whether they received help in the past 12 months. Students living below the poverty line were less likely to report having a good relationship with their teachers, whereas students within the 300% Federal Poverty Line reported a higher quality relationship. Students who identified as Latino were less likely to have a high quality student-teacher relationship,

while white students were most likely to have a good student-teacher relationship among the races assessed in this study. Data showed that students within these same poverty and racial groups also received less psychological help than peers from different demographic groups. When we included both race and poverty as simultaneous predictors, we found that race, specifically being Latino drove the demographic differences in likelihood of receiving psychological help. Research has found that even if there is equivalent access to mental health care, there are still disparities between ethnic groups (Guo, Kataoka, Bear, and Lau, 2014).

Past studies have established differences in health care utilization between adolescents overall, but have found significantly lower rates in African American, Asian, and Hispanic individuals compared to non-Hispanic whites (Cummings & Druss, 2011). These differences are partially due to these individuals not wanting to have a stigma placed on them, especially after experiencing prejudice and discrimination (Gary, 2005). In addition, Fiscella, Franks, Doescher, and Saver (2002) found that individuals living in the United States who are not able to fluently speak English are less likely to receive mental health services. Research has found that the difference in mental health utilization among racial and ethnic groups could also be due to cultural values. These cultural values may affect the adolescent's decision to seek mental health help. Family-based factors are important to look at when figuring out how to assist adolescents in receiving mental health assistance (Guo, Nguyen, Weiss, Ngo, & Lau, 2015). Guo and colleagues (2017) found that a large portion of students who received school based screening for mental health and then referred to services still did not receive help because of a lack of parental consent because of cultural beliefs.

Ethnic and racial groups who are more oriented towards collective values are more likely to not utilize mental health treatment (Leong & Kalibatseva, 2011). These groups have a large

focus on group goals rather than individual goals, viewing self-directed goals, such as receiving help for emotional problems, as selfish (Leong & Kalibatseva, 2011). Some individuals may also be very uncomfortable talking to someone outside of their family about their emotions (Leong & Kalibatseva, 2011). Research has found that engaging families with cultural sensitivity may be very important in the mental health referral process for adolescents. Martinez and Eddy (2005) found that parents who have adolescents with mental illness or behavioral issues could benefit from culturally adapted Parent Management Training. These programs could help both parents and adolescents while still keeping their cultural beliefs intact. Future research should continue to study how to reduce the differences in rates of receiving psychological help between racial and ethnic groups.

These findings must be interpreted in light of several limitations. These limitations include the data set, as well as the demographics of the sample. We used an epidemiological data set, which led to a very broad report on adolescent health. The variables we were seeking were included, however, they only fit the primary research question in a broad sense. A more precise measure for analyzing our research questions are surveys that target more specific emotional symptoms (e.g., anxiety, depression, etc.), as well as the difference in student relationships between teachers and other school staff. The second limitation is that students may have received emotional help even if they were not having psychological distress, which could have been detected with more specific survey questions. Finally, since this is a cross-sectional study, we cannot pinpoint the factors that lead to students receiving help. However, future longitudinal studies, or studies that compare students in different schools with different counseling models can test the effects of school engagement better. Future research should analyze which relationships in a school setting are most influential for adolescent who have

mental health problems. By doing this, schools can become a gateway to referring students to receive psychological health services, as this problem becomes more prevalent. Future research could also analyze any differences in these relationships between types of psychological problems.

These weaknesses are offset by several strengths. The diversity of our sample was a strength, as it more closely reflects the heterogenous California population. The largest strength that this study had was that the research question being asked was novel. It is important to look into how schools can be a gateway for students receiving mental health services, and this paper added to that important emerging literature.

In conclusion, we found that the quality of the student-teacher relationship does not predict whether or not a student who has mental health problems will receive help in this sample. We did find lower reports of high quality student-teacher relationships, as well as receiving services between ethnic groups, specifically those that identified as Latino. Future research should look further into whether or not there are other school-based relationships that can aid in students receiving psychological or emotional help, and evaluate novel strategies to involvement and motivate parents to give consent for their adolescent to receive help. Mental health problems are becoming more and more prevalent in adolescents, and schools are a crucial place to implement change in order to ensure that these children are receiving proper help in order to avoid problems in the future.

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Tables

Table 1. Demographic statistics

	N	M	SD	Range
Age	268	14.75	1.59	12-17
Student-Teacher Relationship	266	3.21	0.62	1.17-4.0
	N	%		
Race				
White	154	57.5		
Asian	20	7.5		
Other Single Race	77	28.7		
More Than One Race	17	6.3		
Poverty				
0-99% FPL	62	23.1		
100-199% FPL	67	25.0		
200-299% FPL	31	11.6		
300% FPL and Above	108	40.3		
Gender				
Female	176	65.7		
Male	92	34.3		
Received Help				
Yes	87	32.5		
No	181	67.5		

Note: N= sample size, M= mean, and SD= Standard Deviation.

Table 2. Bivariate associations between demographic variables and the primary predictor and outcome variable

	Student-Teacher Relationship (STR)				Received Psychological Counseling			
	Test	df	Value	p	Test	df	Value	p
Gender	t	264	0.64	0.836	χ^2	1	0.00	0.971
Age	r	266	-0.03	0.616	t	266	3.73	0.394
Race	F	3, 262	2.00	0.115	χ^2	3	8.23	0.041
Poverty	F	3, 262	5.98	0.001	χ^2	3	7.80	0.050

Note: Test means the type of analysis we ran for each association. df= degrees of freedom and p = probability value.

Table 3. Logistic regression testing the links between student-teacher relationship and failure to receive psychological help

	Main Effect					Gender Moderation				
	B	SE	p	OR	95% CI	B	SE	p	OR	95% CI
Intercept	1.48	0.22	0.04	4.39	--	1.08	0.85	0.20	2.96	--
STR	-0.22	0.08	0.3	0.80	0.52, 1.22	-0.11	0.26	0.68	0.90	0.54, 1.49
Gender	--	--	--	--	--	1.31	1.59	0.41	3.69	0.16, 83.16
STR X Gender	--	--	--	--	--	-0.38	0.48	0.43	0.68	0.27, 1.74

Note: STR stands for Student-Teacher Relationship. B= log values, SE= standard error, p= probability value, OR= odds ratio, and CI= those around the odds ratio. Females were the reference gender.

Table 4. Logistic regressions examining poverty and race as predictors of failure to receive psychological help

	Poverty			Race			Poverty and Race		
	B (SE)	OR	p	B (SE)	OR	p	B (SE)	OR	p
Intercept	0.57 (0.20)	1.77	0.004	0.39 (0.79)	1.48	0.619	0.36 (0.82)	1.43	0.662
STR	0.19 (0.36)	1.21	0.597	-0.06 (0.23)	0.94	0.797	-0.02 (0.23)	0.98	0.942
% FPL									
0-100%	0.86 (0.38)	2.36	0.024	--	--	--	0.35 (0.46)	1.43	0.452
100-200%	0.15 (0.33)	1.16	0.659	--	--	--	-0.22 (0.38)	0.81	0.571
200-300%	-0.38 (0.41)	0.69	0.362	--	--	--	-0.51 (0.43)	0.60	0.238
Race									
Asian	--	--	--	1.11 (0.60)	3.04	0.064	0.96 (0.61)	2.61	0.115
Latino	--	--	--	1.14 (0.34)	3.14	0.001	1.06 (0.40)	2.89	0.008
Other	--	--	--	0.68 (0.35)	1.98	0.049	0.63 (0.38)	1.87	0.100

Note: STR stands for Student-Teacher Relationship, FPL stands for Federal Poverty Line, B= log values, SE= standard error, p= probability value, and OR= odds ratio, > 300% FPL and whites were reference groups for poverty and race, respectively

Academic Vita

Emily E. Schriver

EDUCATION

Central York High School Diploma June 2015
York, Pa

Bachelor of Science in Human Development and Family Studies May 2019

Minor in Child Maltreatment and Advocacy Studies

The Pennsylvania State University, University Park, Pa

Schreyer Honors College

Fall 2017-Spring 2019

RELEVANT EXPERIENCE

SAFE Lab: Strengthening Families and Adolescents Everyday

Research Assistant

University Park, PA
August 2018-May 2019

- Conduct literature reviews
- Produce data tables through Microsoft Excel
- Code and test research surveys

Centre County Youth Service Bureau

Juvenile Mentoring Program (JUMP) Intern

State College, PA
August 2018-December 2018

- Assist in Aggression Replacement Training (ART)
- Create opportunities for youth to engage in prosocial activities.

HDFS 411: The Helping Relationship

Teaching Assistant

University Park, PA
August 2018-December 2018

- Teach basic counseling skills to undergraduate students.
- Grade class projects and give constructive feedback to students.

Classroom Peer Ecologies Project

Research Assistant

University Park, PA
January 2018-August 2018

- Generate sociograms using data collected on peer reviews from 207 classrooms over three different waves of time.
- Review current literature related to peer networks.

Springettsbury Township Parks & Recreation

Summer Camp Counselor

York, PA
June 2016-August 2018

- Plan and organize activities for children in my local community.
- Monitor children and maintain child safety.

Shadowing Experience with School Counselors

Central York High School

Dallastown Area High School

Ore Valley Elementary School

December 20, 2018

March 2016

March 2016

LEADERSHIP/WORK EXPERIENCE

Everyday Benefitting THON

University Park, PA
August 2018-March 2019

Vice President

- Maintain attendance of meetings and other organization activities.
- Create outlines for meetings.
- Attend training opportunities to help support the organization and help it thrive.
- Communicate organization needs to executive board and general body members.

Vice President of Alternative Fundraising

August 2017-May 2018

- Organize fundraisers that benefit Penn State's 46-hour dance marathon, which benefits children and families struggling with pediatric cancer.
- Oversee social media efforts to advertise fundraisers.
- Record notes from alternative fundraising committee meetings.
- Network with local businesses for support in raising money.

No Refund Theatre

University Park, PA
February 2017-April 2017
January 2019-April 2019

Stage Manager- The Fantasticks

Stage Manager- The 25th Annual Putnam County Spelling Bee

- Schedule weekly rehearsals and locations.
- Inform cast about important information they need to know.
- Aid production staff with any problems that arise.

American Eagle Outfitters

York, PA
September 2013-January 2019

Associate, Trainer, and Stylist

- Train new employees in appropriate customer service skills.
- Manage and operate the register.
- Assist customers and fellow employees as a stylist.

HONORS AND SCHOLARSHIPS

Dean's List

Fall 2015-Spring 2016; Spring 2017-Fall 2018

Simeon and Elizabeth Gallu Scholarship

Fall 2015

PA Thespian Technical Scholarship

Fall 2014

Encore Scholarship

Spring 2015

Central York Performing Arts Department Scholarship

Spring 2015

Updated: 3/16/19