

Table 1. Percentage of children scoring above SCARED cut-off at each of the three times of assessment ($N = 143$).

	Time 1 Pre-Covid	Time 2 Summer 2020	Time 3 Summer 2021
Above SCARED cut-off (≥ 25)	34%	43%	48%

Table 2. Participant demographics at baseline (pre-COVID) ($n = 143$).

	Percentage
<i>Socioeconomic indicators</i>	
WIMD Quintiles [†] (two most deprived categories)	47
Income (less than £20,000 pa)	29
Families including a keyworker	55
<i>Parental education (highest)</i>	
No formal educational qualification	8
O-Levels / GCSEs	29
A-Levels / Higher	23
University degree	19
Higher or postgraduate degree	21
<i>Ethnicity</i>	
British	76
British / European	2
Other European	1
British / Bangladeshi/Indian/Pakistani	1
British / African	1
British / Caribbean	1
British / Turkish	1
British / Arabian	1
Arab	1
Other	4
Unknown	9
<i>Child Adversity</i>	
Physical abuse present	49
Parental separation	18
Parental mental health problems	42
Parental incarceration	5
Child adversity sum (≥ 1)	69
<i>Support</i>	
Social services involvement	29
CAMHS involvement	17
Extra school support for SEN	63
<i>Teacher-reported SDQ</i>	
SDQ Total, mean (SD)	15.85 (6.74)
Percent high/very high	51
SDQ Emotional, mean (SD)	2.52 (2.34)
Percent high/very high	23
SDQ Conduct, mean (SD)	3.06 (2.58)
Percent high/very high	39
SDQ Hyperactivity, mean (SD)	7.17 (2.96)

Percent high/very high	57
SDQ Peer, mean (SD)	3.04 (2.34)
Percent high/very high	31
SDQ Prosocial, mean (SD)	4.92 (2.94)
Percent high/very high	36
<i>Lucid Verbal and Nonverbal IQ</i>	
Verbal standard score, mean (SD)	105.62(16.03)
Nonverbal standard score, mean (SD)	94.17(17.06)

Note: † – Welsh Assembly Government (2019). *Welsh IMD 2019 data*. Available from: <https://statswales.gov.wales/Catalogue/Community-Safety-and-Social-Inclusion/Welsh-Index-of-Multiple-Deprivation>

Table 3. Descriptive statistics and repeated measure ANOVAs for child and parent mental health symptoms.

	Time 1	Time 2	Time 3	Statistics		
	Mean (SD)	Mean (SD)	Mean (SD)			
SDQ				<i>F</i>	<i>p</i>	ηp^2
<i>Total</i>	18.32 (6.92)	19.30 (6.77)	19.00 (7.42)	2.61	.075	.018
<i>Emotional</i>	3.70 (2.70) ^b	4.00 (2.61) ^c	4.48 (2.75) ^{b,c}	7.09**	.001	.048
<i>Conduct</i>	4.16 (2.75) ^b	4.04 (2.66)	3.70 (2.73) ^b	4.33*	.014	.030
<i>Hyperactivity</i>	7.44 (2.65)	7.80 (2.35)	7.53 (2.47)	2.85	.060	.020
SCARED						
<i>Total</i>	20.22 (14.93) ^{a,b}	24.18 (15.26) ^a	25.02 (16.16) ^b	13.80**	<.001	.089
<i>Panic/somatic</i>	3.37 (4.53) ^{a,b}	7.69 (5.58) ^a	7.57 (5.47) ^b	76.10**	<.001	.349
<i>GAD</i>	5.45 (4.47) ^b	6.09 (3.73)	6.50 (4.07) ^b	6.02**	.003	.041
<i>Separation</i>	5.04 (3.96) ^a	4.20 (3.24) ^a	4.55 (3.59)	4.68**	.010	.032
<i>School</i>	1.28 (1.58) ^{a,b}	2.48 (1.94) ^a	2.65 (2.01) ^b	43.07**	<.001	.233
<i>Social</i>	5.08 (3.97) ^{a,b}	3.71 (2.89) ^a	3.74 (3.02) ^b	14.82**	<.001	.094
HADS				<i>t</i>	<i>p</i>	<i>d</i>
<i>Total</i>	-	14.20 (7.75)	11.35 (7.34)	4.55**	<.001	.412
<i>Anxiety</i>	-	7.73 (4.73)	6.35 (3.83)	3.73**	<.001	.336
<i>Depression</i>	-	6.49 (4.06)	5.02 (4.33)	3.90**	<.001	.353

SDQ = Strengths and Difficulties Questionnaire, SCARED = Screen for Child Anxiety Related Emotional Disorders. HADS = Hospital Anxiety and Depression Scale.

* = $p < 0.05$, ** = $p < 0.01$

^a Significant difference between Time 1 and Time 2.

^b Significant difference between Time 1 and Time 3.

^c Significant difference between Time 2 and Time 3.

Table 4. Correlations between measures of child and parent mental health across three times of assessment (n=143).

Variable	<i>n</i>	<i>Mean</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1. SDQ Total (Time 1)	142	18.32	6.92	-							
2. SDQ Total (Time 2)	142	19.26	6.76	.709**	-						
3. SDQ Total (Time 3)	142	19.01	7.40	.705**	.764**	-					
4. Child anxiety (Time 1)	142	20.22	14.93	.336**	.172*	.177*	-				
5. Child anxiety (Time 2)	142	24.18	15.26	.389**	.480**	.330**	.602**	-			
6. Child anxiety (Time 3)	142	25.02	16.16	.366**	.416**	.460**	.645**	.791**	-		
7. Parental anxiety/depression (Time 2)	128	14.12	7.71	.263**	.454**	.310**	.237**	.361**	.251**	-	
8. Parental anxiety/depression (Time 3)	133	11.05	7.23	.240**	.379**	.274**	.239**	.340**	.288**	.543**	-

Note. *SDQ* = Strengths and Difficulties Questionnaire, *SCARED* = Screen for Child Anxiety Related Emotional Disorders. *HADS* = Hospital Anxiety and Depression Scale.

* $p < 0.05$, ** $p < 0.01$.

Table 5. Descriptive statistics and comparisons between anxiety groups.

	Consistently low (<i>n</i> = 63)	Consistently high (<i>n</i> = 32)	New onset (<i>n</i> = 27)
Demographic measures			
Mean age in months (<i>SD</i>)	75.41 (12.12)	76.16 (12.90)	71.67 (11.65)
Percent Girls	36	48	33
Mean verbal IQ (<i>SD</i>)	106.25 (17.73)	106.83 (13.51)	101.38 (13.56)
Mean nonverbal IQ (<i>SD</i>)	94.86 (19.14)	95.42 (15.21)	96.38 (12.82)
Socioemotional measures			
Teacher-rated peer problems (<i>SD</i>)	3.00 ^a (2.38)	2.12 ^b (1.82)	3.95 ^a (2.50)
Self-esteem (<i>SD</i>)	57.98 (6.59)	57.95 (6.48)	53.70 (7.26)
Negative response bias (<i>SD</i>)	0.14 (0.08)	0.14 (0.07)	0.20 (0.13)
Social contact during lockdown/school closure			
Percent having no contact through any mode of communication	27	20	44

Note. Means not sharing a common superscript differ significantly ($p < .05$, Bonferroni-corrected).

Table 6. Predictors of child anxiety at Time 3, controlling for age, IQ, and anxiety at Time 1.

Predictors	B	Beta	<i>t</i>	<i>p</i>
<i>Model 1</i>				
Age	-.003	-.073	-.721	.472
Verbal IQ	-.002	-.069	-.843	.401
Nonverbal IQ	-.001	-.021	-.211	.833
Anxiety at Time 1	.550	.520	6.356	<.001
<i>Model 2</i>				
Age	-.002	-.045	-.445	.657
Verbal IQ	-.001	-.051	-.626	.533
Nonverbal IQ	.000	-.007	-.074	.941
Anxiety at Time 1	.579	.548	6.699	<.001
Teacher-rated peer problems	.010	.046	.552	.582
Negative response bias	1.030	.188	2.264	.026
Self-esteem	-.002	-.002	-.256	.798

Note. Model 1: $R^2 = .269$, $F(4, 112) = 10.308$, $p < .001$. Model 2: $R^2 = .309$, $F(7, 109) = 6.958$, $p < .001$. SCARED = Screen for Child Anxiety Related Emotional Disorders. SDQ = Strengths and Difficulties Questionnaire. SPPC= Self Perception Profile for Children. FER = Facial Emotion Recognition test.

Table 7. Predictors of anxiety group (consistently high, consistently low, new onset), with new onset group as reference category

Predictors	Parameter estimates			
	<i>B</i>	<i>SE B</i>	<i>Wald</i>	<i>p</i>
<i>Consistently low</i>				
Teacher-rated peer problems	-.165	.124	1.774	.183
Negative response bias	-6.062	2.896	4.382	.036
Self-esteem	.025	.040	.382	.537
Social contact during lockdown	1.018	.566	3.242	.072
<i>Consistently high</i>				
Teacher-rated peer problems	-.346	.147	5.567	.018
Negative response bias	-6.098	3.360	3.295	.069
Self-esteem	-.013	.046	.075	.785
Social contact during lockdown	1.163	.675	2.972	.085