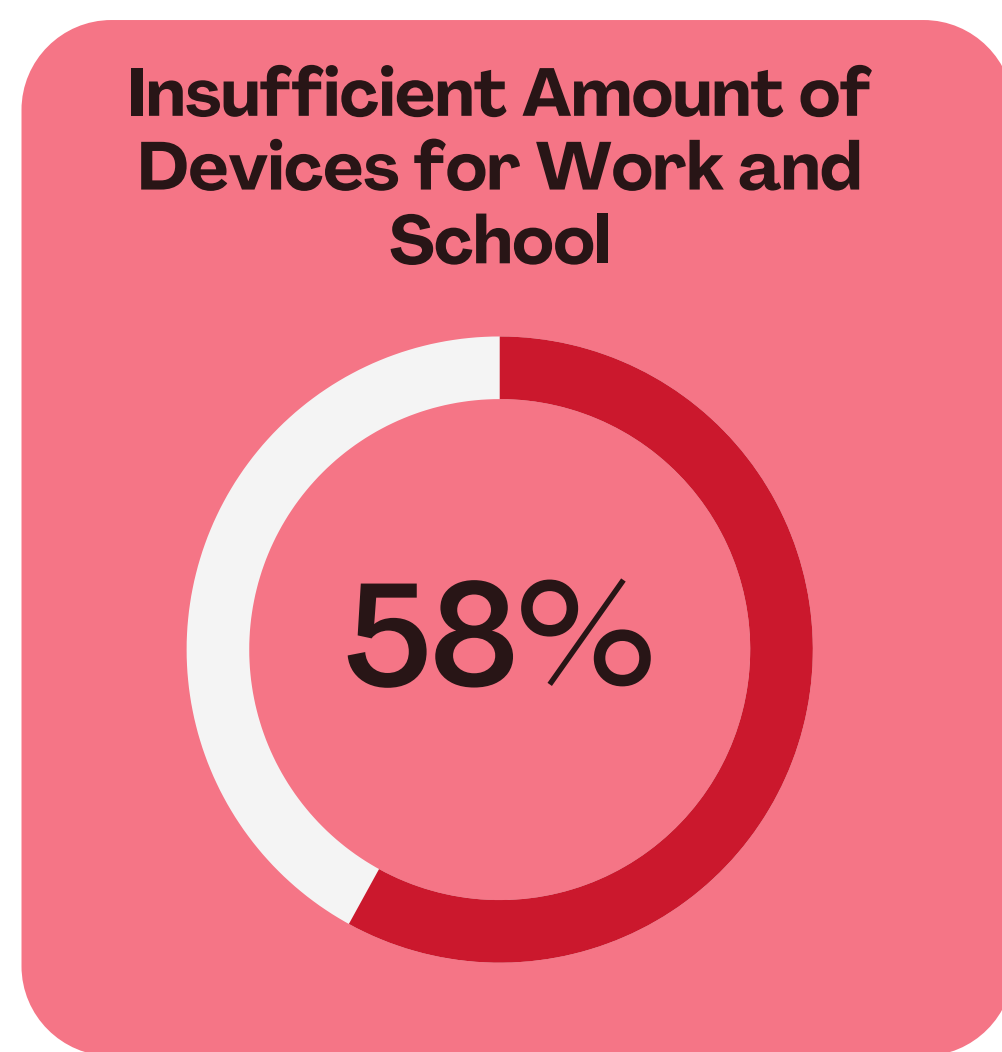


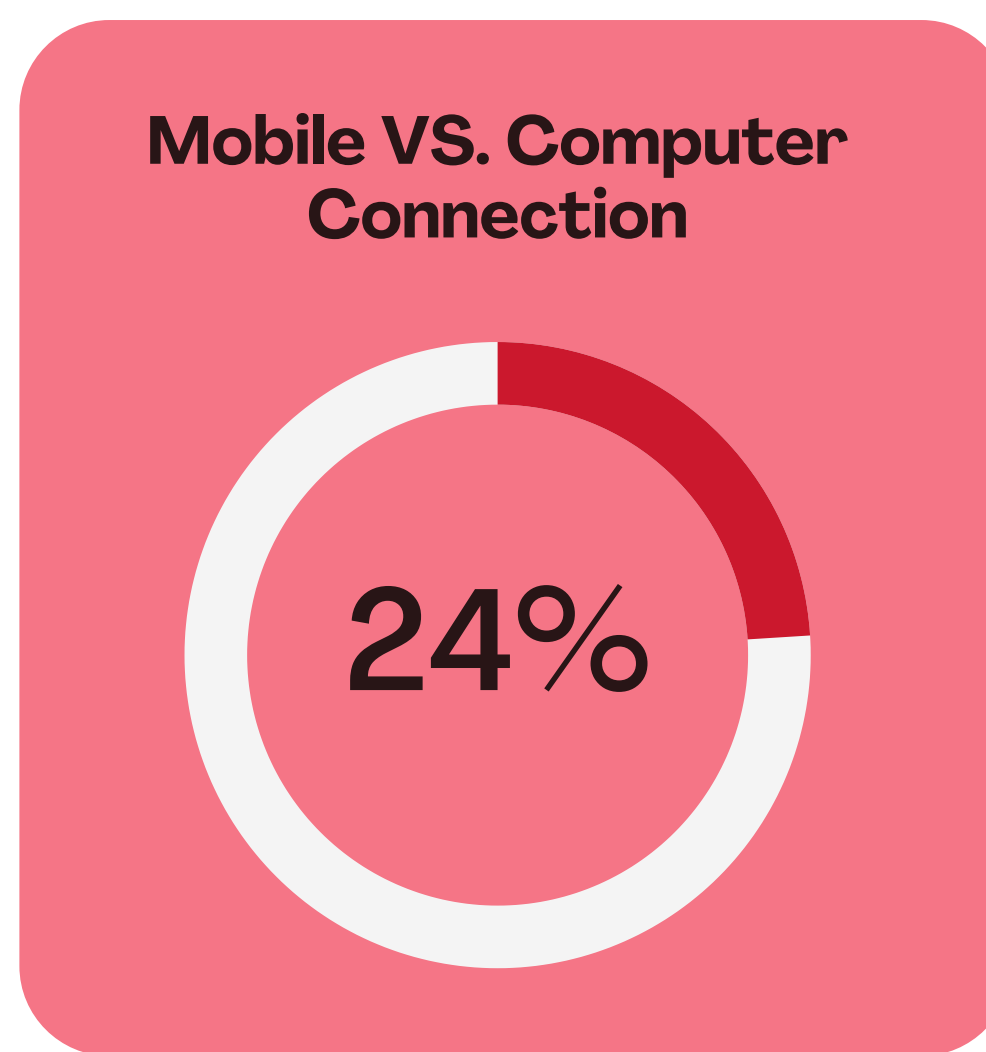
# Impacts of COVID-19 on Academic Performance and Socio-Emotional Development in Children

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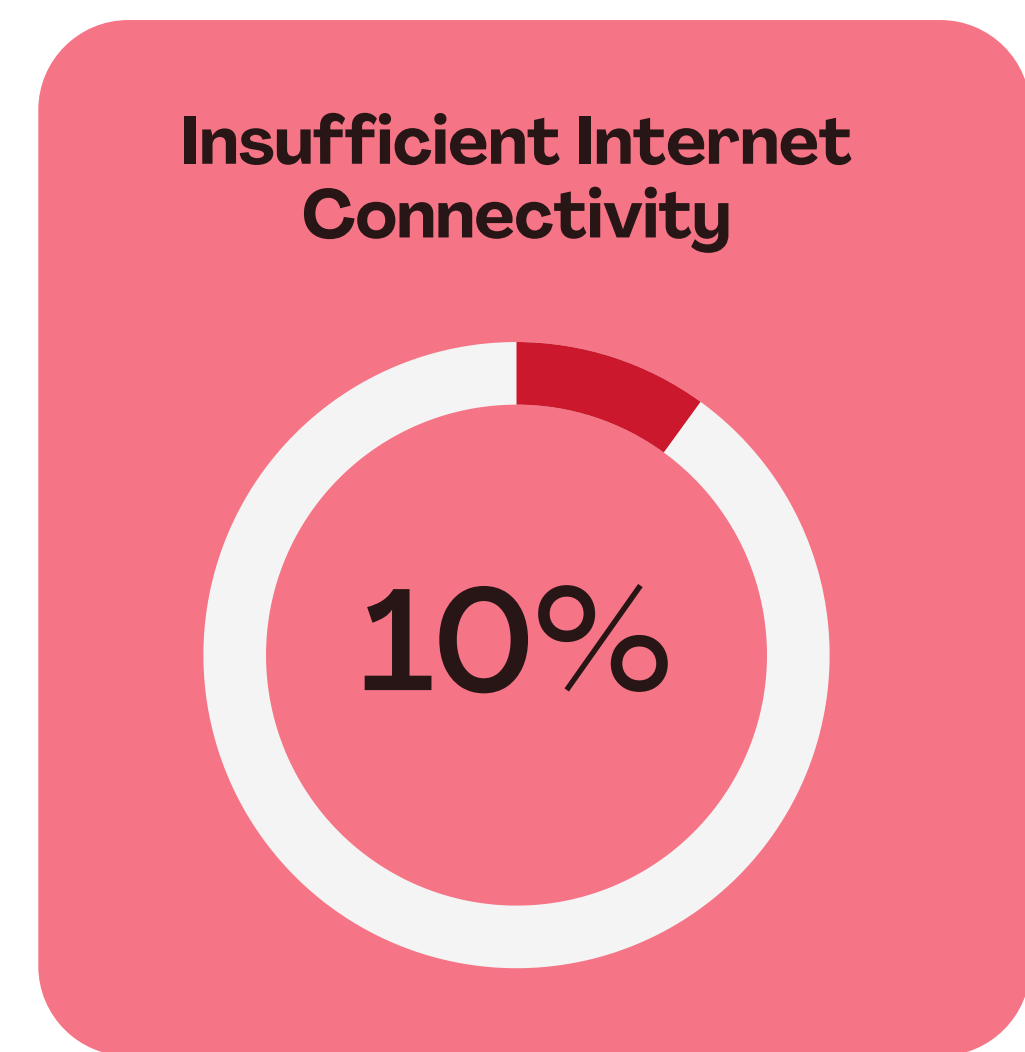
## ACADEMIC DEVELOPMENT



According to Statistics Canada (2021), 58% of Canadian reported not having enough computers, laptops, tablets, etc., for everyone in the home to connect to work or school during the initial lockdowns.



Almost a quarter of Canadian children were connecting to school on a mobile phone, rather than a computer (Gallagher-Mackay, 2021)



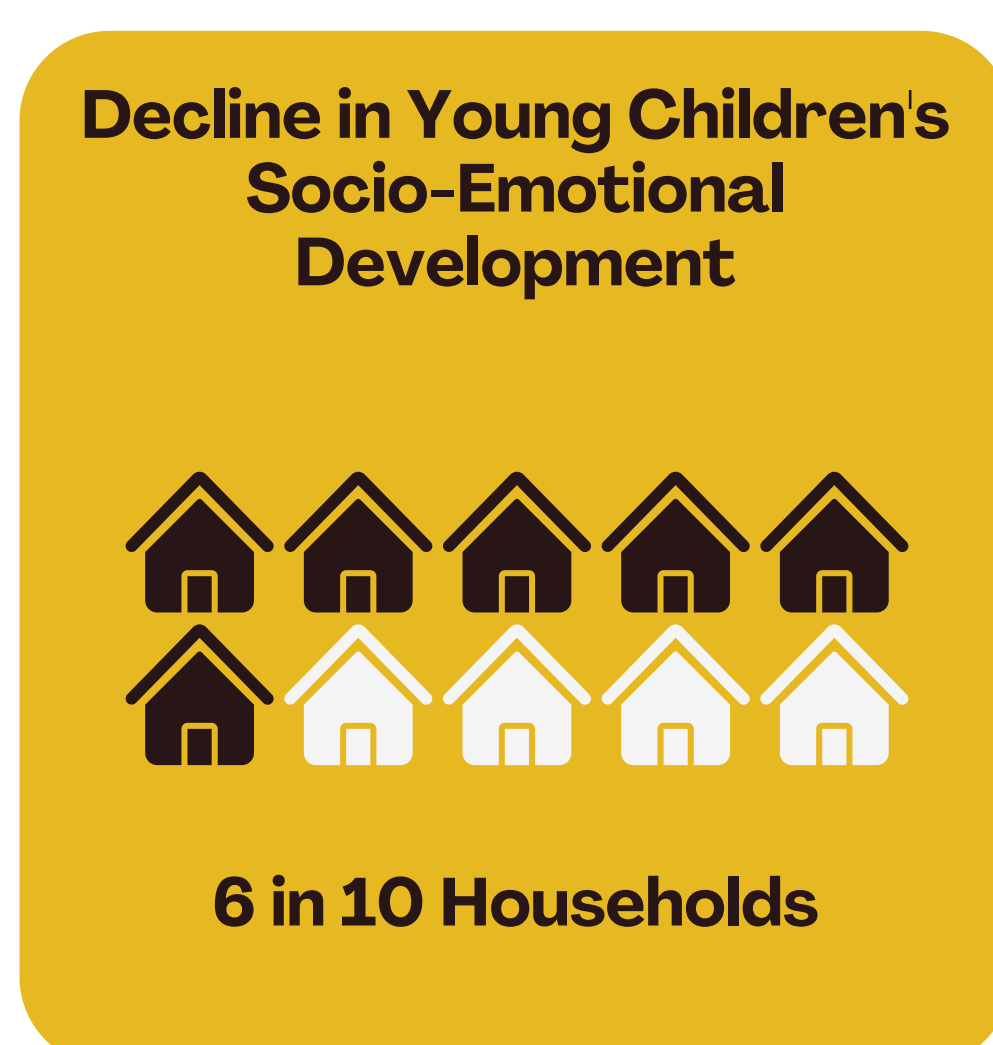
According to (Unicef Canada), over 10 percent of Canadians do not have sufficient internet connectivity to facilitate online schooling and maintain social connections.

### Recommendations

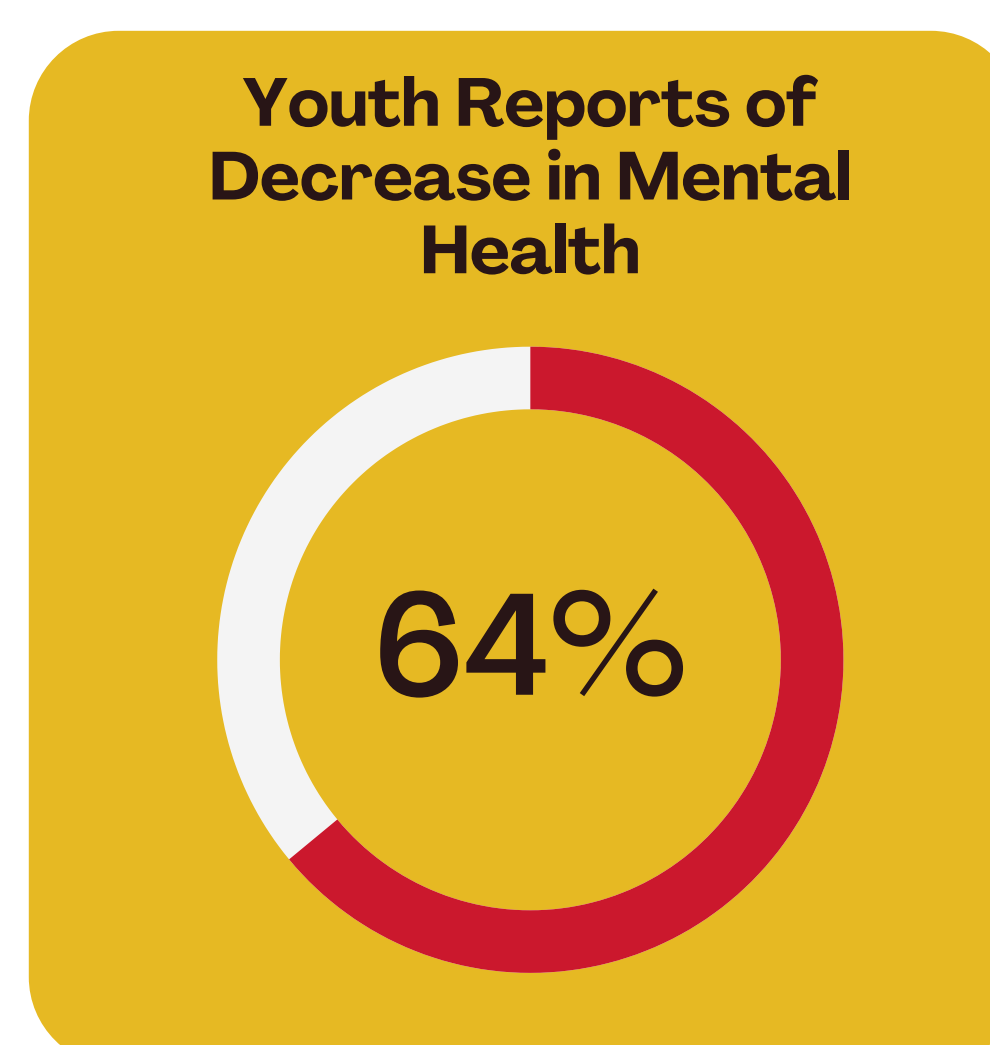
- Student-centered educational pedagogies (Colao et al., 2021)
- Inclusive teaching pedagogies (Colao et al., 2021)
- Promotion of student's well-being in the classroom (Colao et al., 2021).
- Collaborative learning opportunities (Colao et al., 2021)
- Increase in health and digital literacy in the curriculum (Colao et al., 2021)



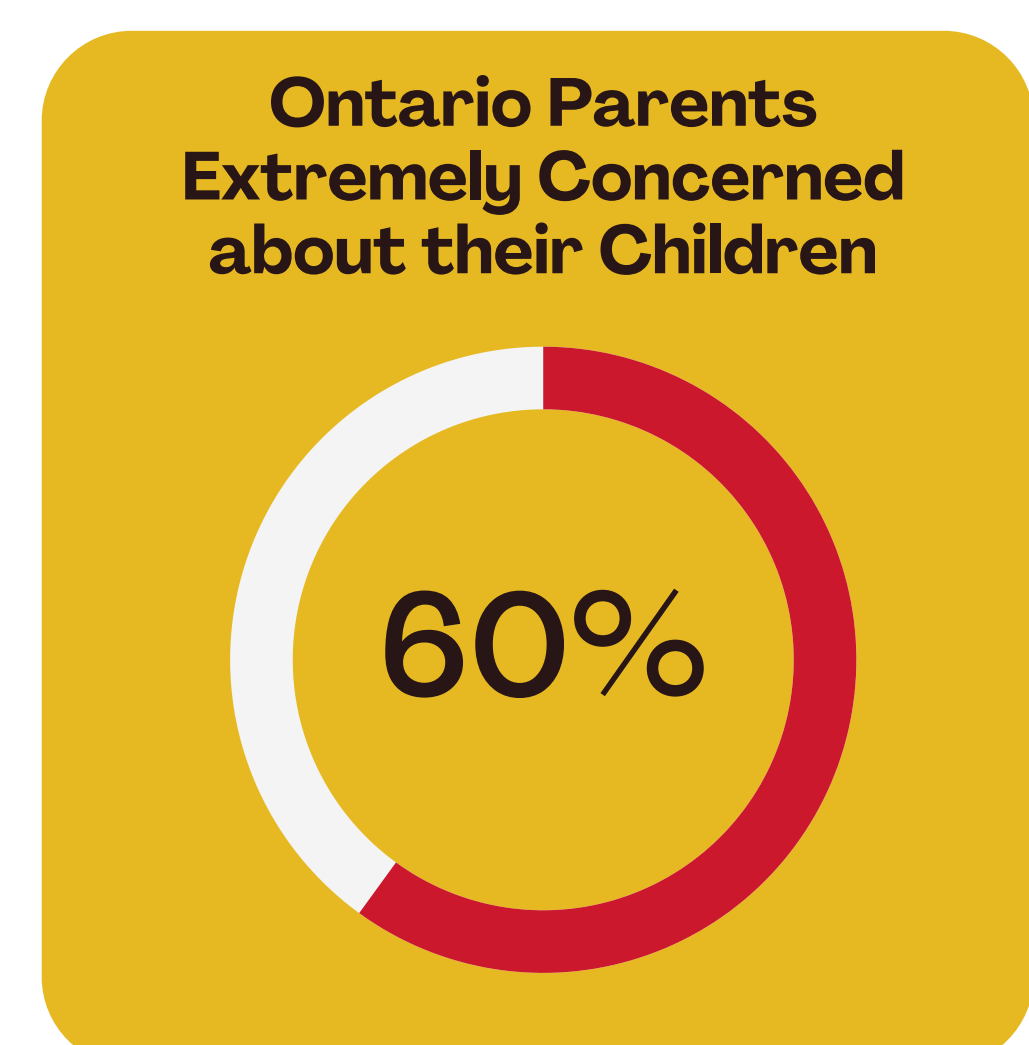
## SOCIO-EMOTIONAL DEVELOPMENT



In a study of over 95,000 households, Hanno (et al., 2021) found that more than 6 in 10 parents reported a decline in young children's socio-emotional development during quarantine



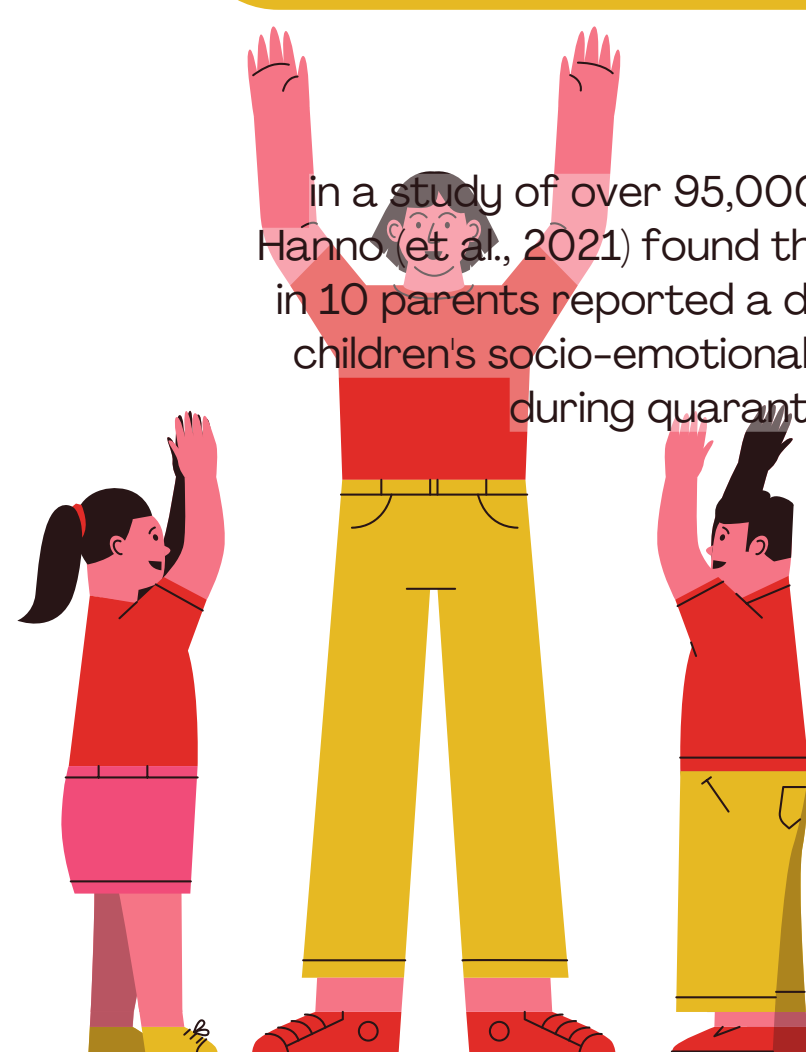
During initial lockdown, 64% of youth surveyed by Statistics Canada (2021) reported a decrease in their mental health.



The Mental Health Commission of Canada (2022) reported that over 60% of Ontario parents described being "very concerned" or "extremely concerned" about their children's emotional well-being, levels of anxiety and behaviour.

### Recommendations

- Emotion-focused parental coping strategies (Wang et al., 2021)
- Problem-solving parental coping strategies (Wang et al., 2021)
- Incorporation of anti-bullying interventions (Colao et al., 2021)
- Expanding social support programs for low-income and marginalized children.



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