



ICICLES

Impact of Covid-19 on Children's Language, Education and Socio-emotional Skills

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Interim briefing October 2023 - Long term impact on
children's socioemotional skills

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As part of the ICICLES project, we have assessed children's socioemotional skills using a socioemotional questionnaire completed by teachers, headteachers or other staff members. These questionnaires have been completed three times since the start of the project: once in Spring 2022, once in Summer 2022 and once in Summer 2023.

As the ICICLES project follows children until they finish Year 2, all questionnaires from 2022 included children in Reception, Year 1 and Year 2. Questionnaires from 2023 included children in Year 1 and Year 2.

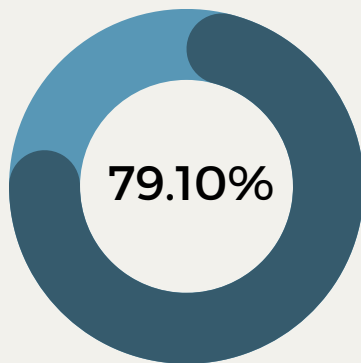


What did we find?

675 questionnaires were completed in Spring 2022, 553 in Summer 2022 and 548 in Summer 2023

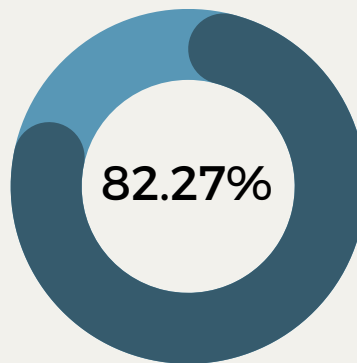
Our preliminary findings show that in all testing points the majority of children were scoring in the expected range for children their age, with a smaller percentage of children showing some socioemotional difficulties.

Spring 2022



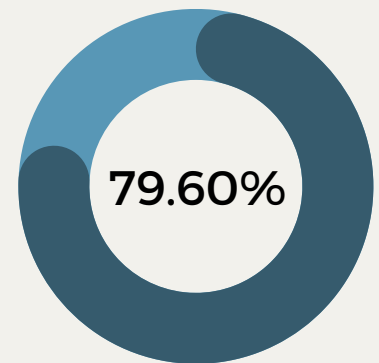
79.10% children scored as expected for their age

Summer 2022



82.27% children scored as expected for their age

Spring 2023



79.60% children scored as expected for their age

A comparison between the average score in each testing point with the norms for British children showed that there is no significant difference between our sample and the norms. This suggests that, as a group, children participating in the ICICLES project are scoring similarly to what we would expect prior to the pandemic.

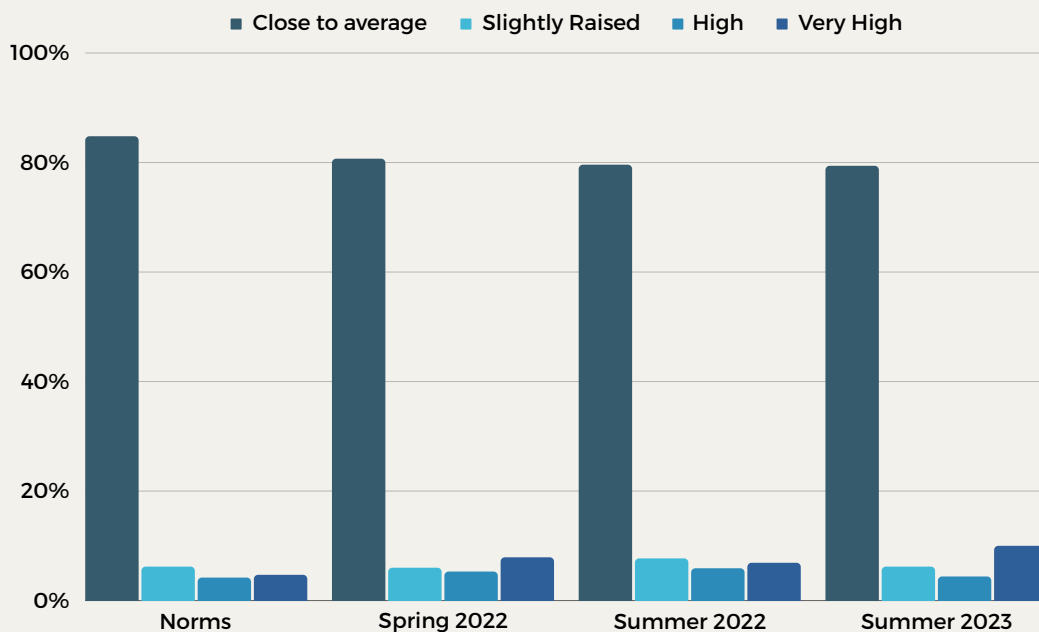


Besides an overall Total Score, the socioemotional questionnaire has five subscales: Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Relationship Problems, and Prosocial Behaviour.

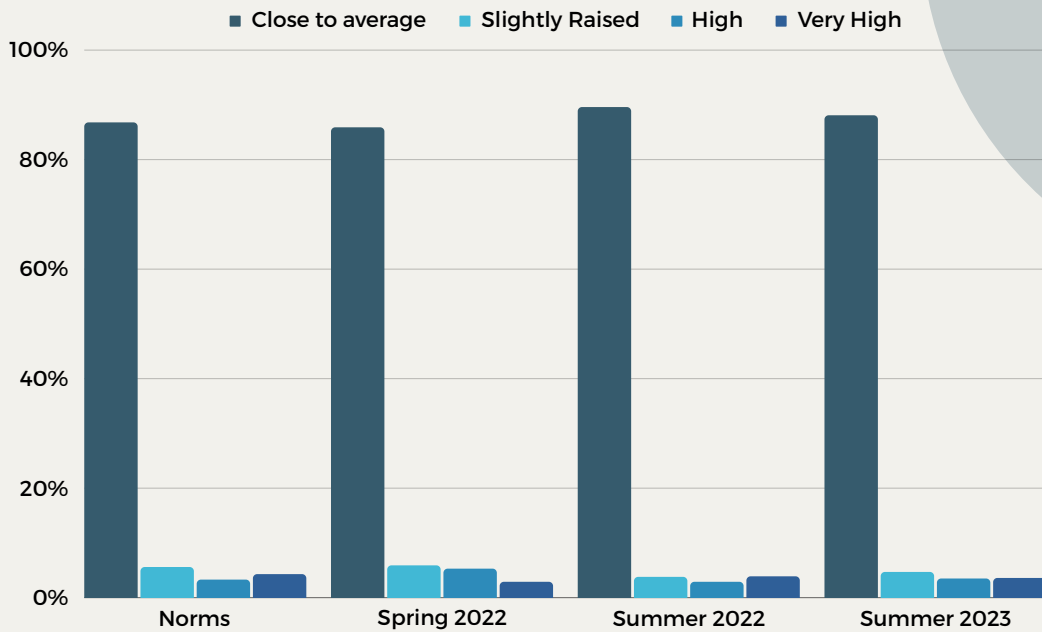
All scores can be classified into one of four categories: close to average, slightly raised, high and very high. Scores that are *close to average* indicate that a child is scoring in the typical range. Scores that are *slightly raised*, *high* or *very high* suggest a child may have some socioemotional difficulties.

While most children are scoring in the typical range, some small differences can be observed in the distribution of scores between the norms for British children and the scores of each subscale. Below you can find the percentage of children that scored in each category for all subscales.

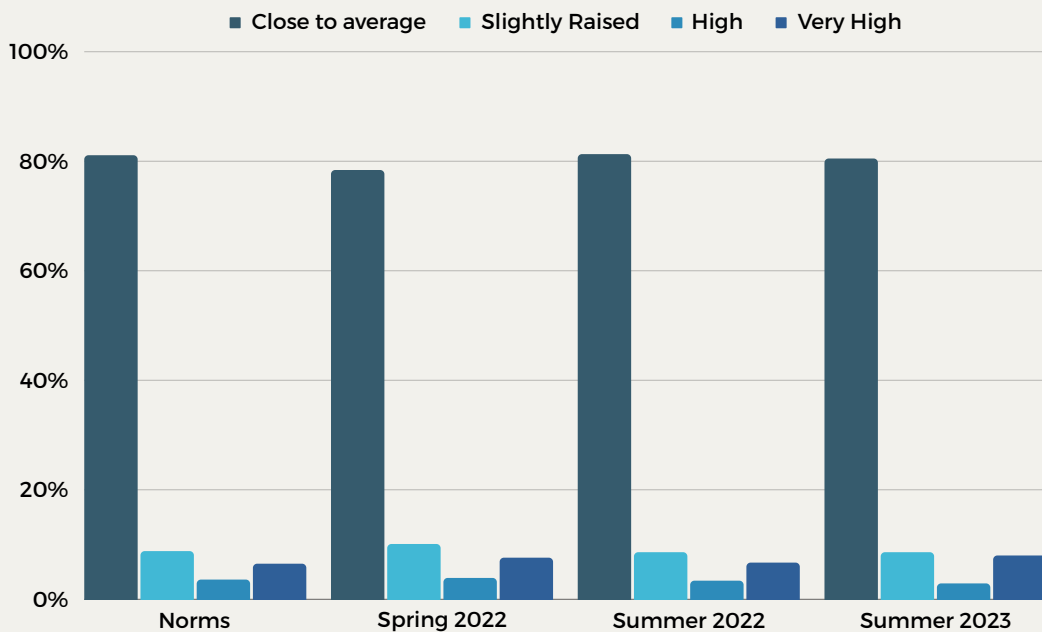
Emotional Symptoms Subscale



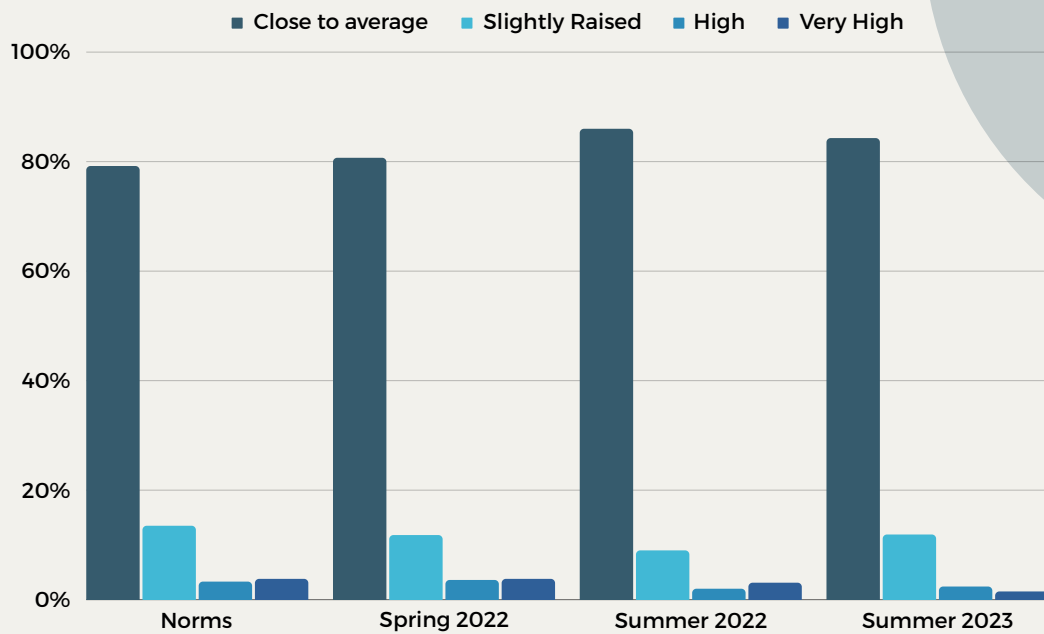
Conduct Problems Subscale



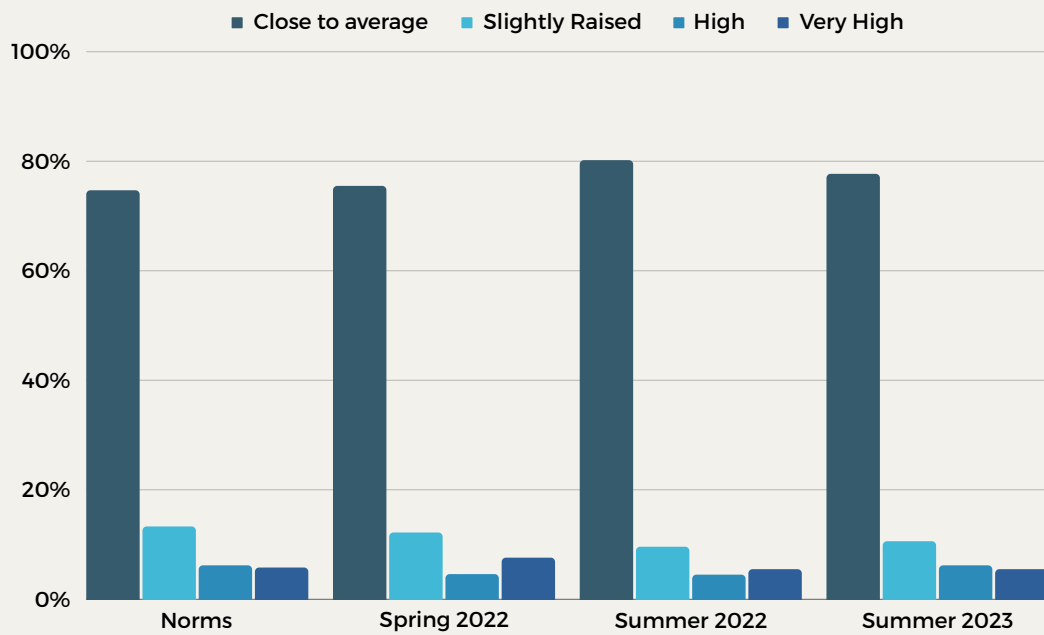
Hyperactivity/Inattention Subscale



Peer Relationship Problems Subscale



Prosocial Behaviour Subscale



When comparing the average scores of each subscale with the norms we found the following significant differences:

- In Spring 2022, children participating in the ICICLES project showed more emotional difficulties and exhibited more prosocial behaviours than the norms.
- In the Summer of 2022, children in the ICICLES project showed more emotional difficulties and exhibited more prosocial behaviours. Additionally, they showed fewer conduct and peer relationship problems and exhibited fewer hyperactivity and inattention behaviours.
- In the Summer of 2023, children in the ICICLES project also showed more emotional difficulties and exhibited more prosocial behaviours. They also showed fewer peer relationship problems compared to the norms.



Summary and conclusions

Our results show that in the two academic years following the lift of all restrictions, most children are scoring as expected for children their age with small differences in the distribution of scores between the norms for British children and the scores of each subscale.

We will assess all participating children one more time in the Summer of 2024 to have a better understanding of the long-term impact that the pandemic and periods of restrictions have had on children's socioemotional skills.



For more information on this project visit

www.niesr.ac.uk/projects/icicles

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