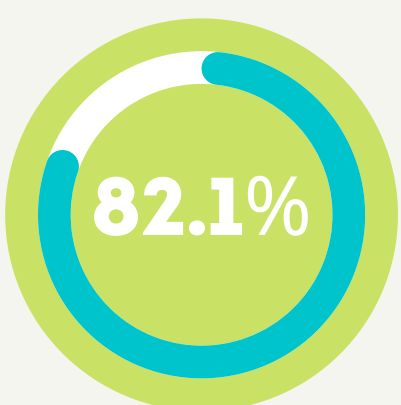
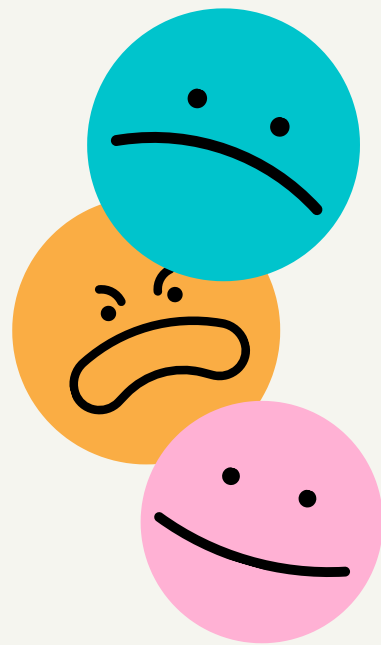


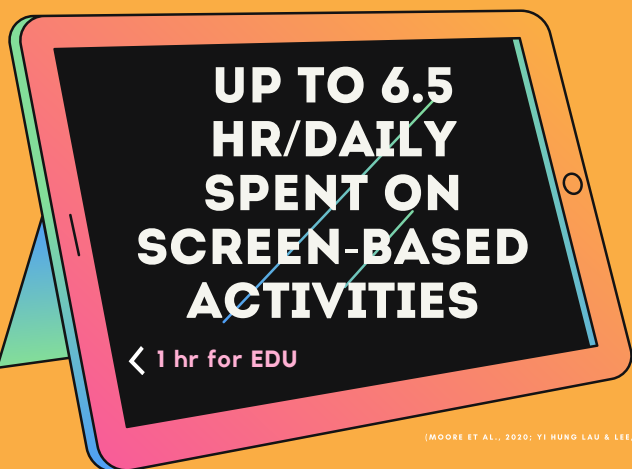
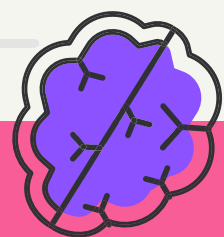
COVID-19 Impact on

PRESCHOOL SOCIO-EMOTIONAL DEVELOPMENT



1.2 billion students in 167 countries were affected by school closures due to the COVID-19 pandemic

(UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANIZATION, 2020)



(MOORE ET AL., 2020; YI HUNG LAU & LEE, 2020)

- 94% of young students lack focus and interest in tech-based lessons
- More screen time predicted lower emotional development 2 years later.

(SKALICKA ET AL., 2019; YI HUNG LAU & LEE, 2020)



COMMUNICATION

Significant decline in Expressive Language Skills

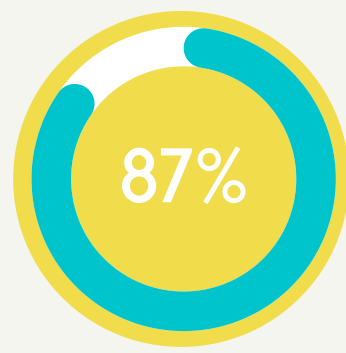
(QUENZER-ALFRED ET AL., 2021)



SEDENTARY

Increase in sleep patterns and sedentary behaviors. Less outside playtime.

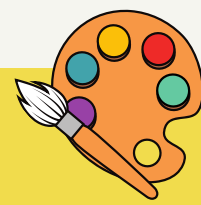
(MOORE ET AL., 2020)



CHILDREN

Miss their friends and playing with other children

(EGAN ET AL., 2021)



Research is limited on the COVID-19 impact with social-emotional developments. Participants and researchers mention the concern of its effect, but none has been done as of date. Preschoolers are rarely used as participants. Results are based upon preschoolers' caregiver's perspectives. Research of art therapy on preschool and social-emotional development is limited.

CAN ART THERAPY PROVIDE INSIGHT INTO THE EXPERIENCES OF PRESCHOOL-AGE CHILDREN DURING COVID-19 QUARANTINE?



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