

Challenges for support staff following Covid- 19 Pandemic

Name: Clair Evans

Module Code: ECIE4001

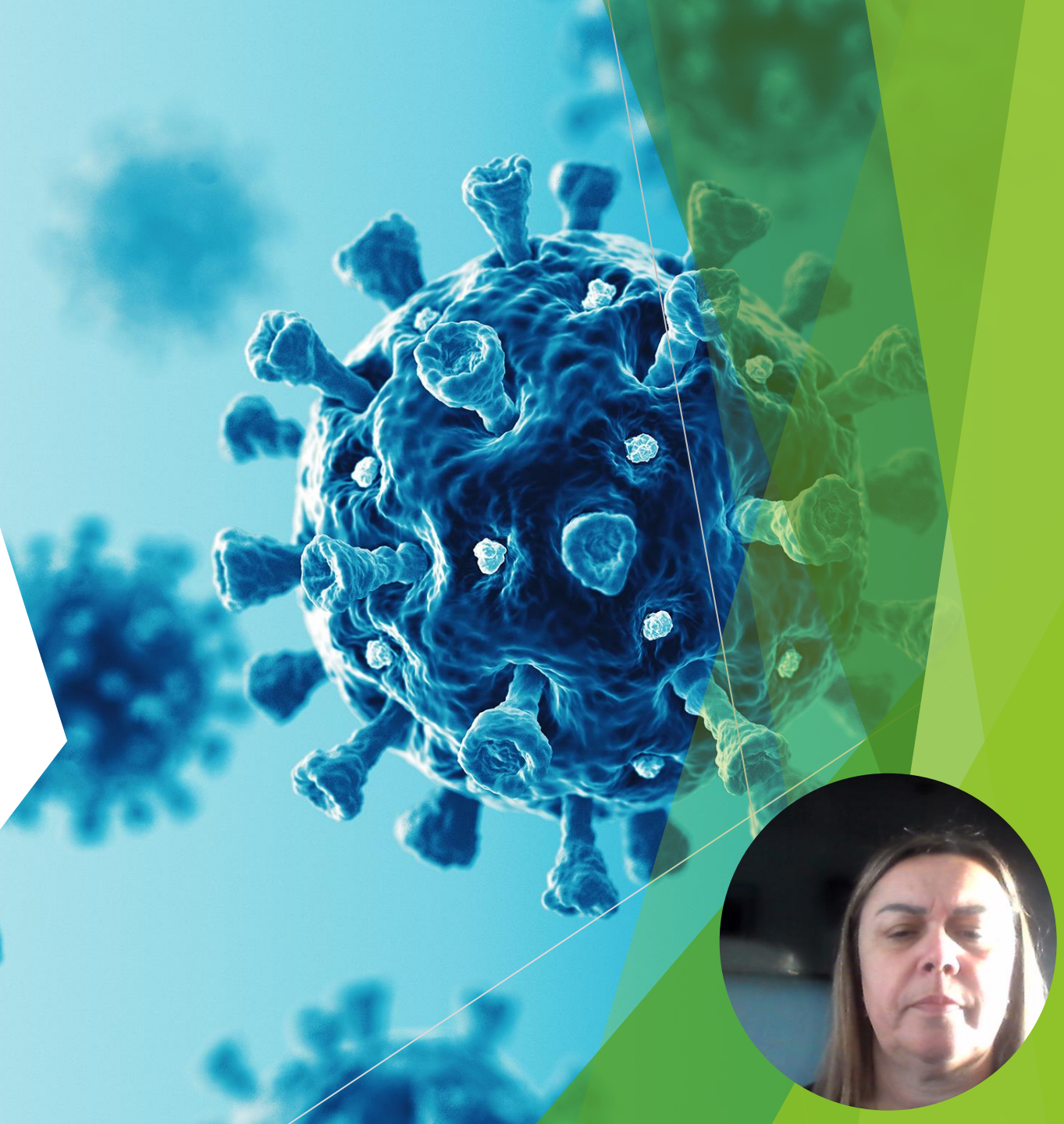


COVID-19

Coronavirus 2019 was a contagious disease and was caused by SARS-COV-2.

- Symptoms include:
- High Temperature
- A Persistent Cough
- Headache
- Sore Throat
- Change of smell or taste

(NHS, 2023)



Isolation

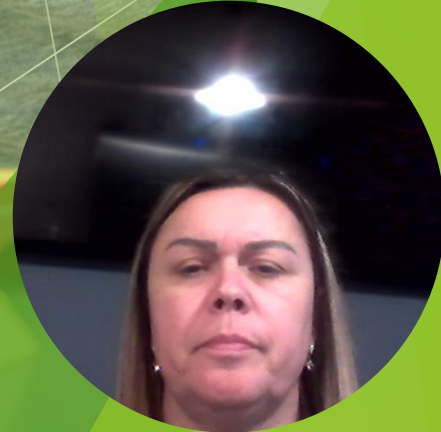
Romanian Orphans

- Early global deprivation of institutionalized children may result in persistent specific cognitive and behavioral deficits (Chugani et al., 2001)
- Risk of psychiatric disorders (Musgrave, 2017)
- Early isolation has impacted children effected by COVID-19



Social Skills

- ▶ Playing Skills- Children learn from play unless they experience persistently restrictive, depriving or abusive circumstances (Lindon and Brodie, 2016).
- ▶ Communication-Adult and child interaction (Uzun et al., 2021).
- ▶ Cognitive skills-How child think and make sense of the world and learn through play and schemas(Dozois and Beck, 2008).



Self-Care

- Lack of Sleep
 - Potty Training/ Toilet
 - Independently Dressing
 - Daily Routine
 - Dental Hygiene
-
- Supporting Learners with Healthcare Needs Policy (Swansea Council, 2017)



Dental Hygiene

- 'Designed to Smile' program (Publi Health Wales, 2017)
- Sleep disorders are associated with poor oral hygiene from social distancing (Baptista et al., 2020)



Lack of Sleep

Poor sleep effects:

- Concentration
- Memory
- Behaviour

(Sadeh, 2002)

- Children slept longer when learning moved to the home during the COVID-19 pandemic (Lim Et al., 2021)



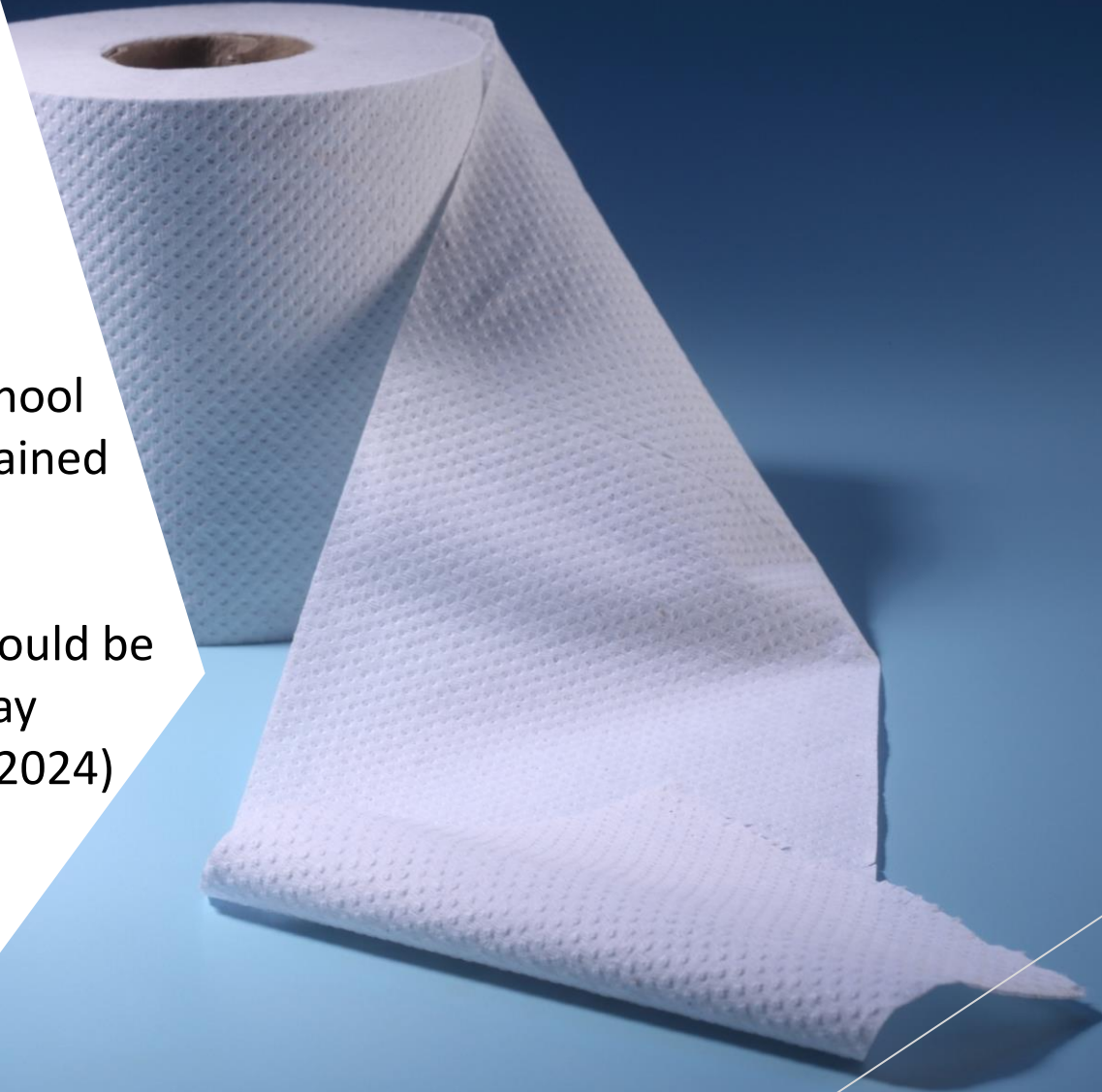
Daily Routine/ Independently Dressing

- An overlooked issue in young children (Lawless, 2012)



Toilet Training

- A quarter of new primary school children are still not toilet trained (The Independent, 2024)
- Children wearing nappies should be changed at least 3 times a day (Department for Education, 2024)



Technology



- Social media is now an integral part of children lives and is felt by many to be important as breathing(Musgrove, 2017).
- Covid-19 pandemic forced the learning process to be carried out online in schools which also increased the use of Technology(Darwis,2021).



ACEs

Adverse Childhood Experiences (ACEs)

The long term poor health outcomes in people who have experienced multiple adverse events in childhood (Boullier and Blair, 2018)

- Emotional Abuse
- Neglect
- Parental Separation
- Physical Abuse
- Sexual Abuse
- Drugs/Alcohol
- Domestic Violence
- Depression/Suicide

Over a third of Adults Experience at least two ACE'S (Karatekia, 2017)

Safeguarding is essential in schools and staff are updated on a regular basis on safeguarding. (Working Together to safeguard children, 2015).



Poverty

Three million people reported going hungry in the first three weeks of COVID-19 (Loopstra, 2020).

Stress influences eating behaviours which can result in overeating and not making healthy choices due to COVID-19 (Park et al., 2022).

Financial Insecurity & increased inequality



Conclusion:

- ▶ The role of Teaching Assistant has changed significantly. COVID-19 has accelerated this.
- ▶ Developmental delays, including:
 - ▶ Motor skills
 - ▶ Speech
 - ▶ Cognitive skills
 - ▶ Social skills
 - ▶ Emotional development
- ▶ ACEs
- ▶ Poverty
- ▶ Technology
- ▶ Sleep



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Conclusion:

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