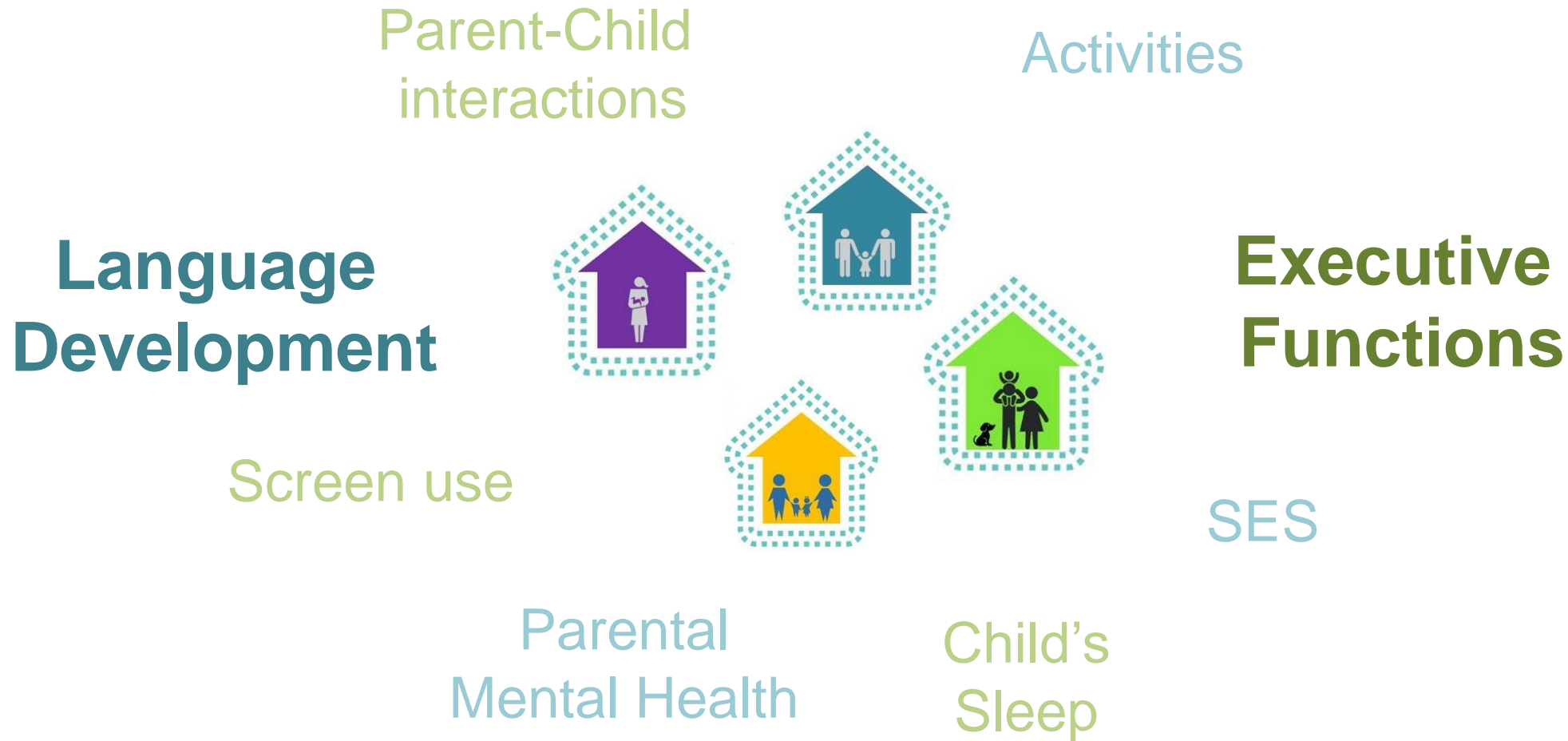


# Language and Cognitive Development During the Pandemic

Nayeli Gonzalez-Gomez , Alexandra Hendry,  
Catherine Davies, Teodora Gliga, & Michelle McGillion



# Social Distancing and Development Study (SDDS)





## Executive Functions

**Cognitive**  
“Thinking skills”

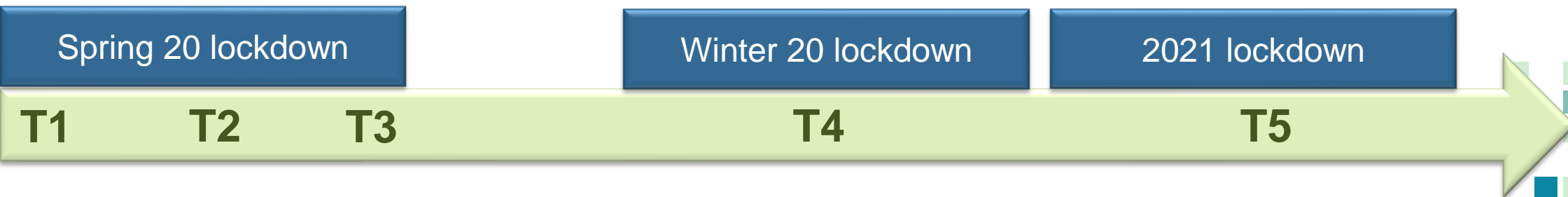
**Regulation**



# Methods

## Participants:

- 892 families with 8-to-36-month-olds  
( $M_{\text{age}} = 19\text{m } 20\text{d}$ ; 452 girls)
- 532 completed T1/T2 + T3
- 251 completed + T4
- 345 completed + T5



# Methods

## Online Questionnaire:

### **Family's Background:**

Demographic questionnaire

### **Parenting:** Early Parenting

Attitudes questionnaire

### **Language:** Oxford CDI

### **Sleep:** Sleep and Settle Questionnaire

### **Executive Functions:**

Early Executive Functions  
Questionnaire

### **Home Activities:**

Caregiver-Child/Child-only  
Activities Questionnaire

### **Mental Health:**

Depression Anxiety  
Stress Scale

**Parent-child  
interactions:** 10 min  
recordings

**ECEC**



# Results

**PRELIMINARY**







**What were babies doing  
during lockdown?**



Increase in time   doing  
indoor/outdoor activities





Increase in screen time



During Spring  
Lockdown Lower-  
SES:  
-Enriching Activities



+ Screen

# Links between SES and parenting activities



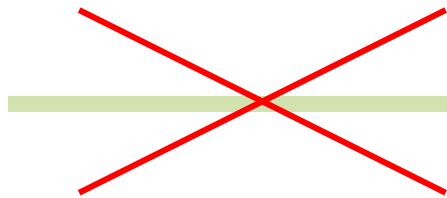




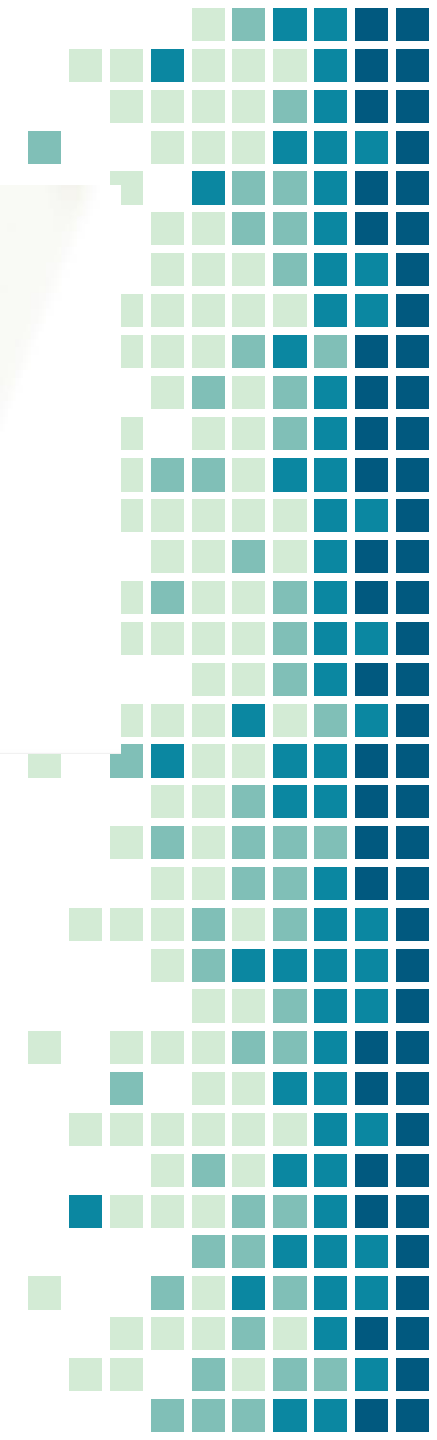
# Language Development



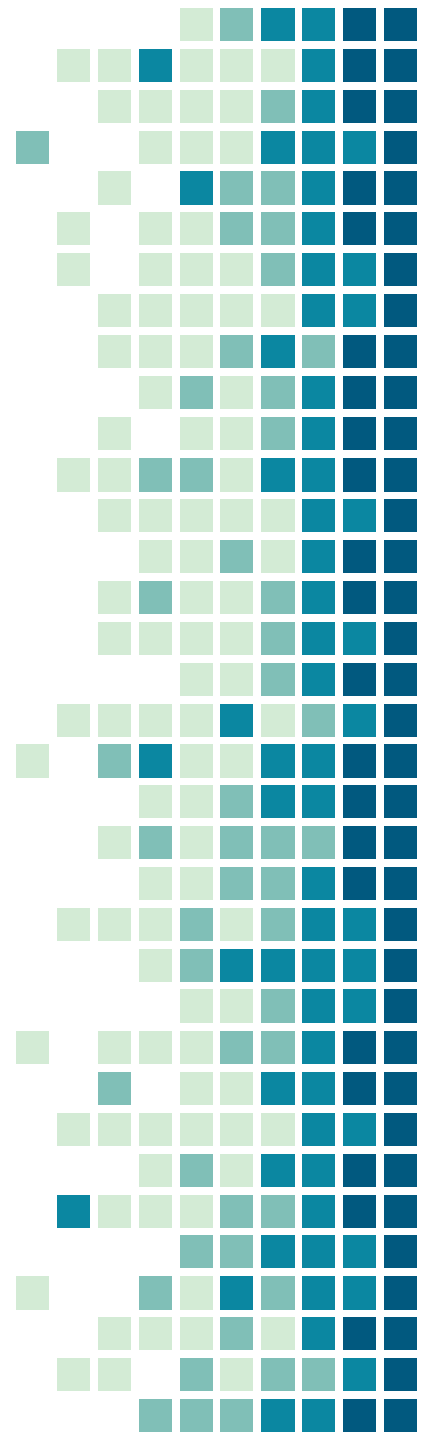
# Activities and Language Growth



Spring 2020 Lockdown



# Activities and Language Growth

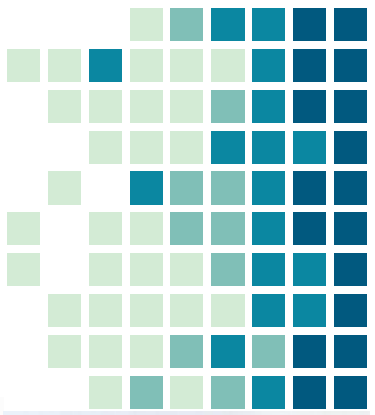






# Parent-Child Interactions

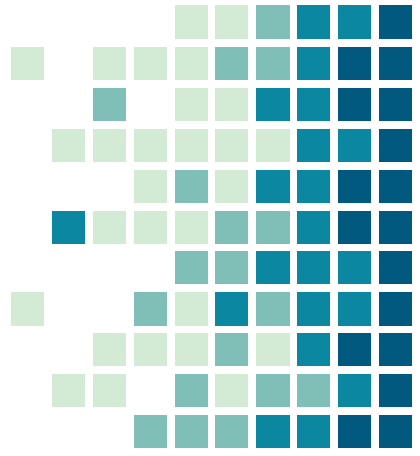
# Expressive Vocabulary



## Parental sensitivity



## Enriching Activities





# Executive Functions



# Parenting factors during Lockdown associated with EF



Enriching  
Activities



Thinking Skills

# Parenting factors during Lockdown associated with EF



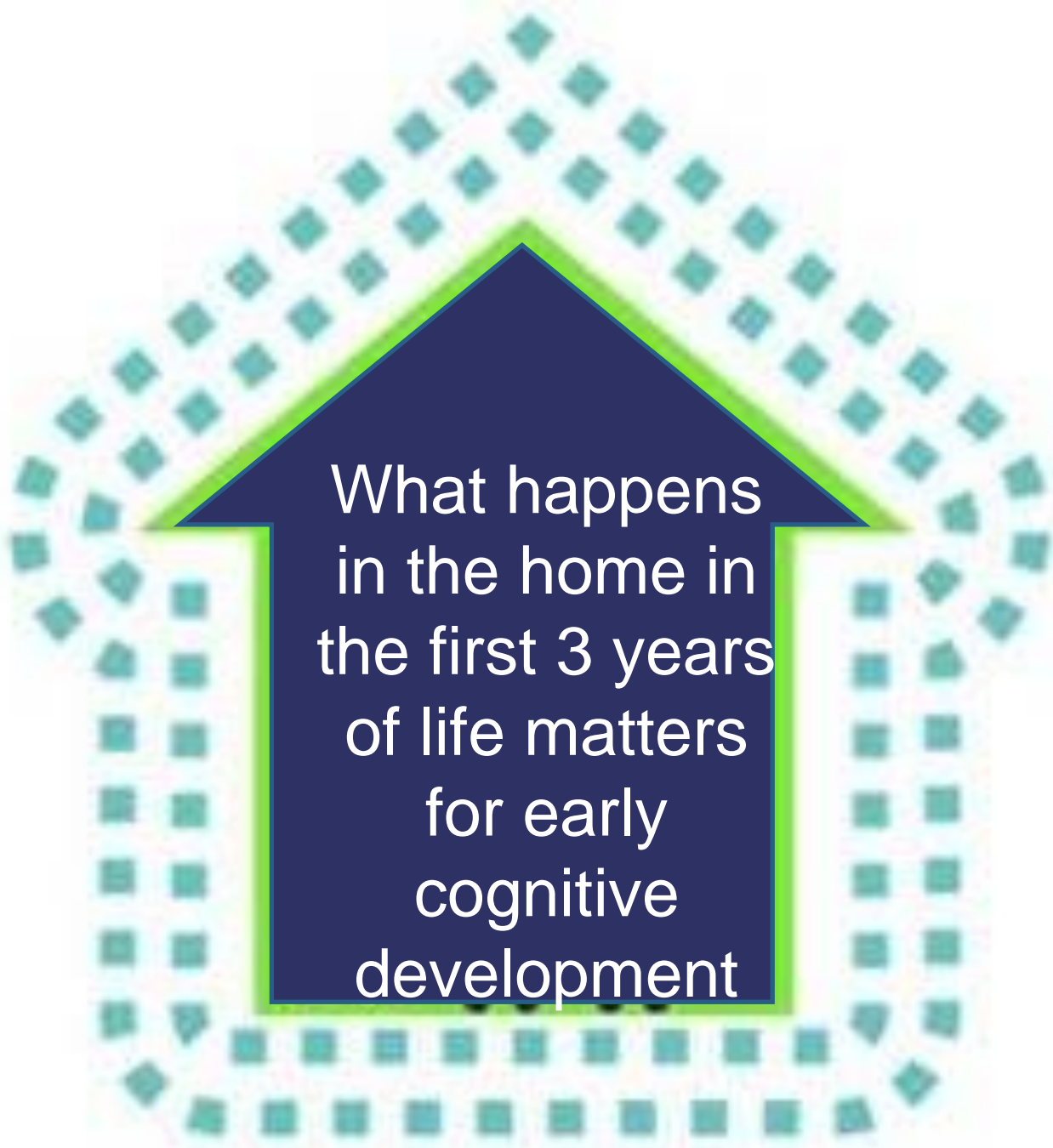
Regulation



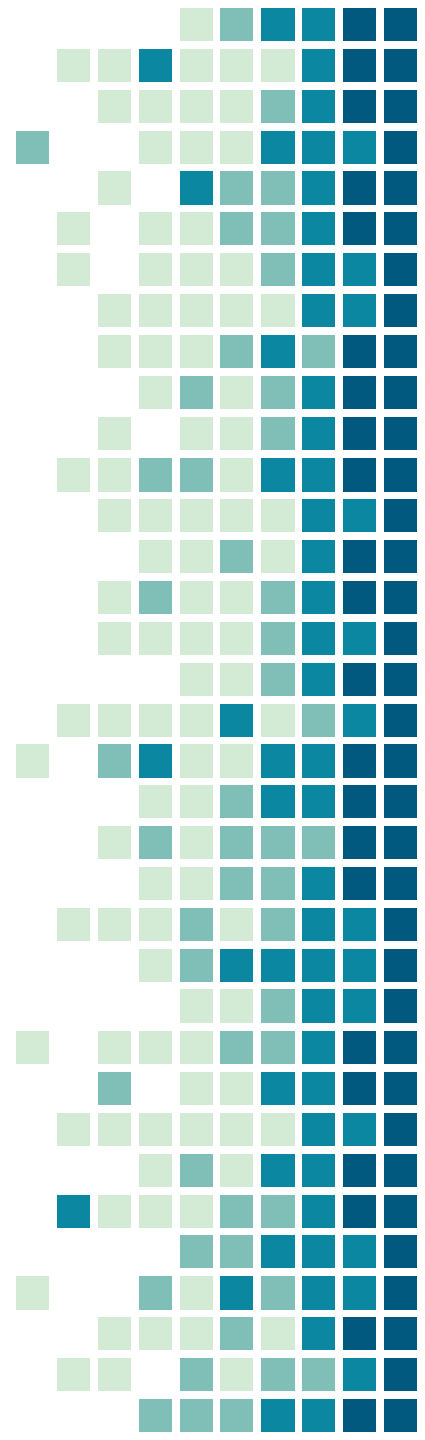
Thinking Skills



Screen Time



What happens  
in the home in  
the first 3 years  
of life matters  
for early  
cognitive  
development



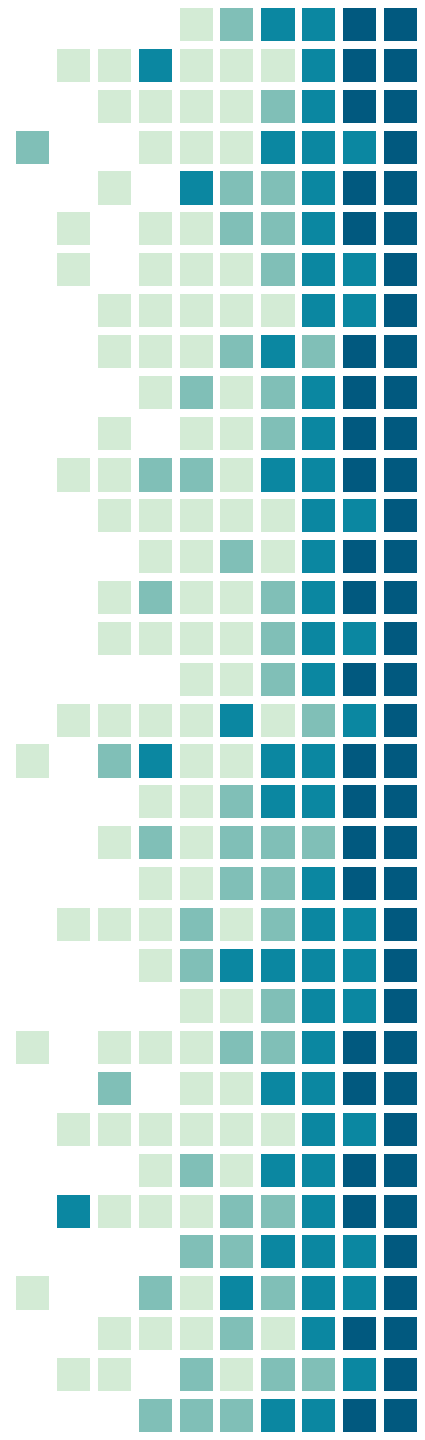




# ECEC Language & EF



Social gradients



Receptive  
Vocabulary

\*Lower-SES



Thinking Skills



Attending  
ECEC matters  
for early  
cognitive  
development

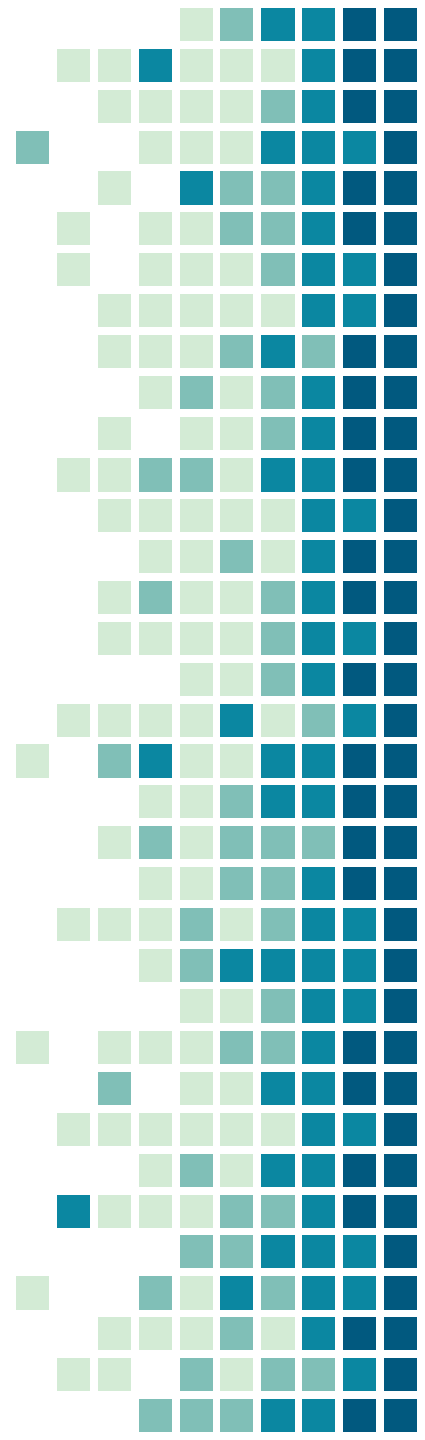


# How can we support parents to help their children to thrive?

**Inform  
parents**

**Reduce  
barriers**

**Provide  
options**



## Inform

### Spread the message

playing, talking  
and singing with  
your child makes  
a difference

### Increase awareness

risks associated  
with high screen  
use in early  
childhood

## Reduce barriers

### Ensure access

communal  
resources such  
as libraries and  
playgrounds is  
restricted only  
as a last resort

### Increase funding & Support

paid parental  
leave

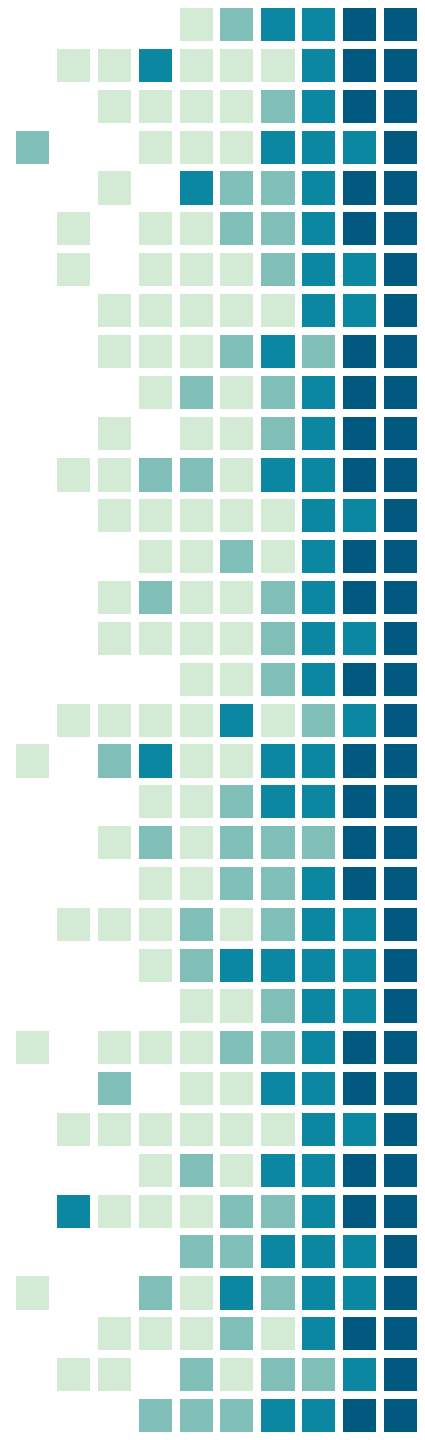
## Provide options

### Increase funding

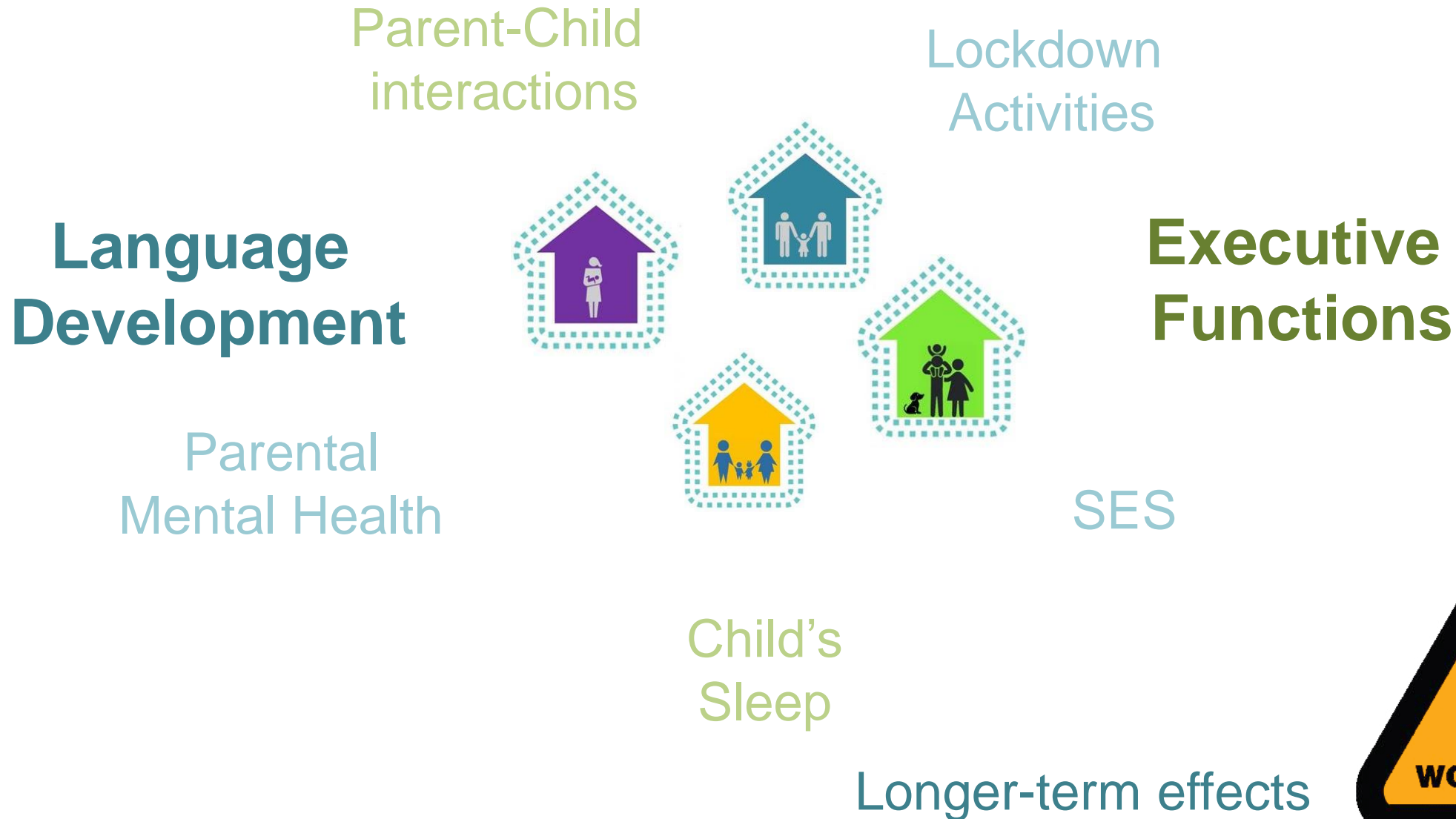
community groups  
who support the  
parent-child  
relationship or offer  
affordable parent-  
child activities

### Increase funding

Early childcare and  
education, and put in  
measures to  
encourage take-up



# Follow up



UK Research and Innovation's rapid response to COVID-19  
(ES/V004085/1)

# Thank you!

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<https://babylab.brookes.ac.uk/research/social-distancing-and-development>

