

## **CoViD-19 Effects on Social-Emotional Development: Impact of Early Intervention**

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### **Abstract:**

Age-appropriate development of social and emotional skills is challenging to a child under standard conditions. The CoViD-19 pandemic has likely influenced the development of social, emotional, and communicative skills. Factors like prolonged lockdowns, restricted peer interactions, and mandatory mask-wearing may have hindered children's ability to learn facial expressions and nonverbal cues. The research evidence discussed in this paper confirms that proposition, and examines in further depth the potential impact of the CoViD-19 pandemic. We also discuss groundwork evidence-based early intervention (EI) practices designed to mitigate the negative effects these unprecedented circumstances may have led to, and how tele-medicine alternatives and Artificial intelligence (AI) can expedite interventional childhood plans. The role of bioinformatics is vital in the compilation and analysis of the vast research in this piece related to CoViD-19, serving as a profound search tool for future research endeavors focused on understanding the long term effects of the pandemic.

### **Keywords:**

CoViD-19, Social and emotional development, Early Intervention (EI), Artificial Intelligence (AI), Critical Age hypothesis.